PERSONAL

It is a difficult time at present for the teaching unions. Current financial stringency means that only a very small increase is likely to be agreed at the Burnham Committee, and some local authorities are in such a parlous state that unions have had to settle for the preservation of as many jobs as possible and the faint chance of a lick of paint and the odd new book by the early 1990s.

In addition the irrevocable ageing of the teaching profession reduces the collective appetite for militant industrial action. Most teachers have, in any case, no wish to withdraw their labour. I was at a teachers' union meeting recently and there was an agonized debate about whether to go on strike as a protest against the loss of several jobs. Though some members felt a stand had to be taken, most were anxious about alienating public sympathy, especially as parents had recently come out in very strong support of teachers, with hundreds marching on county hall and 2,000 writing letters to protest at staff reductions.

Like many in the education business, when it comes to matters of industrial action, I have for years belonged to Apathetics Anonymous. If ever you are tempted to make a fuss about anything you can ring up a fellow member who will talk you out of it. My own union, the Association of University Teachers, has traditionally demonstrated the kind of militancy that makes St Francis of Assisi look like an urban guerrilla. I once made the mistake of going to a union meeting and ended up on the committee along with all five fellow masochists who had shown up. None of us dared leave the room for a second in case we were elected branch chairman in our absence.

In professions like teaching and medicine, where there is a close personal bond between practitioner and pupil or patient, the possible withdrawal of all or part of one's services causes a great moral dilemma. Coward that I am over these matters I am relieved never to have been called upon yet, either in school or university teaching, to take part in industrial action.

The nearest I have ever been was a few years ago when the AUT sent round a questionnaire to all its members attempting to elicit what kind of militant action we were prepared to take. Would we, for example, be willing to refuse to set and mark exam papers? No, unfair to students most of us replied. How about being only slightly sneaky, then, was the next question, and agreeing to set and mark exams in the usual way, but then refusing to disclose the marks? No, most of us decided, still unfair. I think the only thing we got a majority for was agreeing to stamp our foot like Noddy

Ted Wragg

in one of his rages. Some time later we were asked to work a 35-hour week in protest at something or other. One or two indolent members got quite upset and refused to quintuple their workload.

With an ageing teaching profession, it is highly unlikely that flying pickets will be organized. Stumbling, lurching, crawling, limping, arthritic or rheumatic pickets with back trouble, yes, but flying anywhere after a hard day at the chalkface is strictly out. Government legislation on secondary picketing also appears to rule out any assistance from other sympathetic bodies like Help the Aged. The only answer is to jam the entrance to county hall solid with unwanted copies of the DES paper *A Framework for the Curriculum*, so that education committee members, whose average age at the last count was 93, cannot get their bathchairs and life support machines through.

There are two important steps unions can take in the circumstances. One is to protect their members who speak up on behalf of their school or education itself. In one local authority heads and teachers who do this from their school base are being lanned on, because, it is said, it is disloyal to their employer. My sympathies are with the heads and teachers. If someone is trying to close our school, or remove teachers and resources, the quickest way to commit suicide is to stand up in front of a meeting of angry parents and say: "On behalf of the county council I should like to say how hard up they are. . ."

The second step is for the union to capitalize on the views and substantial experience of its membership. I joke about the AUT, but in practice it is well led and, like other teaching unions, has produced some excellent documents. In hard times this is a great strength, and it is a pity there is not even more of a contribution to thinking and action about education at local as well as national level.

Unions are often seen as a blocking or opposing force, but in my own university more than 60 members of the AUT have worked together for several weeks to produce a "blue skies" document containing many ideas which should lead to action and change in the next few years, and all who attended the planning meetings found it one of the most worthwhile group activities they had ever taken part in. Some American teaching unions have a formidable record of making considerable impact on local practice by this kind of concerted activity.

So if you do eschew militant action, and, instead, opt for setting up or joining a local union working party on some matter of concern in education, ignore the taunts from your one member of staff under 40, like, "Go get 'em granny", and enjoy using your experience for the greater good.

Alternatively, try to think of some supremely futile gesture. When the AUT polled us about militant action the only question we really answered with a massive affirmative was a request to withdraw from government committees, largely because most of us were not actually on any. Apart from the Reader in Old Norse, that is, who immediately resigned from the Viking Admiration Society. Brought Britain to its knees that did.

DIARY

Well-schooled class warrior of the Raj

Where did Ronald Merrick go to school? (Only confirmed *Jewel in the Crown* addicts should read on; others can skip this bit and go fast forward to ILEA.) I always found the most fascinating strand in Paul Scott's *The Raj Quartet* to be the social tensions of the Army set; in particular, the schools the men went to.

In the books and the television serial, there are really only two types of Englishmen – those who went to Chillingborough and Merrick. I have always assumed Chillingborough to be Haileybury or Wellington – Colonel Layton clearly isn't bright enough to have been a Wykhamist, and the only explanation for the coincidence of such a large clutch of Old Boys constantly bumping into one another is that they all went to a vocational Army public school.

Many such schools took the odd Indian during the 1930s, so Hari Kumar's presence there would have been plausible. Merrick, on the other hand, went to a minor grammar school – of the kind that clearly gave him a massive chip-on-the-shoulder in the presence of any remotely confident public school type – a chip which we have seen turning to sadistic brutality – especially when the confident public school type was both Indian and defenceless.

It's a grammar school mentality with which I was unfamiliar (before I read the book. The college I went to at Oxford was so full of raucously confident Yorkshire grammar school types that the occasional public school boy who arrived unaware of the composition of the place would affect a slight Yorkshire intonation, in a (vain) attempt to feel more at home.

I suppose Merrick's grammar school could have been Winchmore Hill Colegiate, in the Middlesex white highlands, where Paul Scott went to school in recent years, however, I have always pictured Merrick receiving his education at Grantham Boys' Grammar School.

The series is a pointed reminder to millions each week that the English school hierarchy releases powerful drives in later life; and that outsize chips-on-the-shoulders of minor grammar school types in authority can wreak a lot of havoc. I'm not really revealing any secrets by informing viewers that Merrick, though he maintains his grip on the public school types for much of the series, finally gets his come-uppance. I hope this is a consolation to our currently exiled public school set. – Lord Carrington, Sir Ian Gilmour, Francis Pym, Norman St John-Stevas *et al.* who have been so ill used by their own Lady Merrick; and that it reassures them that their pastoral values will triumph over minor grammar school pettiness in the end.

Catalogue of woe

To Lewisham Town Hall to Save Lewisham's Schools and listen to a catalogue of ILEA's very special problems – 147 different mother-tongue languages, one in four children from single parent families, a third more children than the norm in need of special education. Then comes a list of horrendous rate-capping consequences – 3,000 teachers redundant, nursery classes and field centres closed, fewer books, and doubled school meal charges. . .

This list goes on and on. Ten years ago Sir Keith used to agonize in public about cycles of deprivation. Ratecapping will certainly reinforce them in London.

There is commendable solidarity in favour of ILEA; but the meeting is confused by reports that although the Government still intends to rate-cap ILEA it is now inclined to keep it democratic and directly elected. At the time I write these words (or rather tap them on Wordstar into March's floppy disk in my overworked Shelton Signet), it is not yet clear whether the Prime Minister is going to permit this unexpected spasm of democracy on which Sir Keith and other ministers

ilea

have agreed in Cabinet committee.

It is a sensible decision which I predicted as inevitable in the columns of *The TES*'s sister, *THES*, nearly a year ago. ILEA is just too big for borough councillors. Conservative councillors on the London boroughs know that even if they did win a majority on ILEA one day, the task of running it as a joint committee would be too vast for any of their councillors to undertake.

Tory MPs have been telling Sir Keith this for some time, and at last he has listened. There have been, however, departmental objections. Transport says it isn't fair that Education should get privileged democratic treatment. And then there's Lady Merrick, herself.

The scourge of ILEA

The Prime Minister considers that she's an expert on ILEA. She learnt to dislike it during her tenure of Elizabeth House in the early 70s, and notched up a significant victory by personally persuading Peter Walker not to create five more ILEAs, when he was disposed to hand over education to the metropolitan counties. She has tried twice to dismember it – each time to no avail.

Even if she does let the plan through, I'm told she will insist that boroughs have the right to opt out, as Wandsworth and Westminster have wanted for some time. This, of course, would cripple ILEA permanently and be an administrative nonsense. If she kills Sir Keith's plan for direct elections, it is said he may have to go. I think this would be rather a pity, since I cannot believe his replacement would be any better.

Punishing decision

Besides, he has some clearing up to do first. The most prickly decision concerns corporal punishment. It is now over eight months since the DES issued its consultation paper suggesting a division of school children – on the basis of parental whim – into "beatables" and "unbeatables". The suggestion was universally condemned – both as an abdication of responsibility and administrative nonsense.

Now the European Commission on Human Rights has accepted another British corporal punishment case (a girl with broken blood vessels on her hand) on far wider grounds – not only "infringement of parental wishes" but

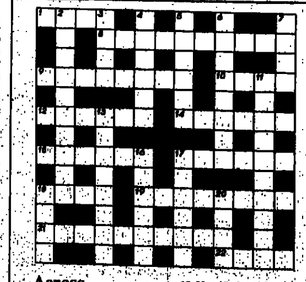
Sir Patrick Mayhew . . . honeyed words

"cruel and unusual punishment" and "lack of legal remedy" as well.

I see we've sent our best Government lawyer – Sir Patrick Mayhew – to try his honeyed words on the judges of Strasbourg. But we are going to lose this one too. Sir Keith should stop wasting public money on lawyers in foreign parts and ban this barbarous British habit. Whatever Lady Merrick thinks. Then he could resign, with dignity.

Christopher Price

No 144 CROSSWORD by Rufus



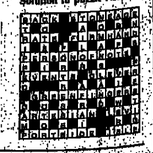
Across

1 An entrance I'd turn in at (4)
8 Assembly of silent boys, apparently (10)
9 Any one of the following (6)
10 Manage an investment (4)
12 Rigid form master? (6)
14 A politician in the streets forming impressions (6)
15 Horrified at being cut by jagged cash (6)
17 Way of procedure followed by the Royal Navy of today (6)
18 It becomes inflamed by the lash (4)
19 Pub in new place on top of a mountain (8)
21 She wails 'Oh, man' (6,4)
22 The band plays a short piece (4)

Down

2 Won't livestock be sold by it? (4,6)
3 Egotistical dedication for a book (4)
4 Witness at a trial (6)
5 Joins military formations around the East (6)
6 Cut up solidified fish (4)
7 Old town subject to inflation (4)
11 They hold together news cuttings (5-5)
13 Such interest may be for fellows rather than chaps (8)
16 Key member of the office staff (6)
17 Physical training instructor (6)
18 It's kept in cellars (4)
20 Lends a hand to one in sad disarray (4)

Solution to puzzle No.143



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Conservatives believe Cabinet dithering over ILEA proposals could bring chaos

Interim plans for inner London hit Tory trouble

by Biddy Passmore

Ministers risk throwing Britain's biggest education authority into chaos because of their dithering over its future, Conservatives in Parliament and local government said this week.

The Bill paving the way for the abolition of the Greater London Council and the metropolitan counties, due out today, is expected to include provision for a shadow joint board of inner London boroughs to replace the Inner London Education Authority from 1985 (when the GLC is abolished) until 1986.

But, after two discussions, the Cabinet has not yet been able to agree on the long-term future for the administration of inner London education. Ministers have not decided whether they should stick to their original plan to set up a permanent joint board of borough nominees, or whether they should follow the more popular course of setting up a directly elected authority.

The result could be three completely different kinds of authority in three years, with the present mix of GLC councillors and borough nominees giving way to a shadow board of borough nominees in 1985 and then to a directly elected body the year after. To add to the confusion, rate-capping will start affecting the ILEA next April, requiring tough decisions on spending cuts.

"It's an extraordinary way of dealing with the educational affairs of inner London", Professor David Smith, Conservative leader on the authority, said this week. "I think it would be madness." He said the Government should plump straight away for a directly elected body, to start next year.

Lord Beloff, the Lords' main supporter of direct elections, took the same line. "There is something to be said for a joint board, everything to be said for direct elections, and nothing to be said for an interim arrangement."

And Mr Gerald Bowden, Conservative MP for Dulwich and the leading Commons advocate of a directly elected body, said it would be "absolutely crazy" to have a shadow body followed by direct elections. It would cause "double disruption."

All three argued that it would be better to keep the ILEA going in something like its present form for an extra year than to set up a shadow joint board.

Conservative back-benchers are set to table an amendment in the Commons urging the introduction of direct elections. Lord Beloff said he would table a similar amendment in the Lords unless the Government gave a guarantee that direct elections would follow in 1986.

It is possible that ministers could beat them to it and table their own amendment. But there were said to be "huge difficulties" in the way of reaching agreement on direct elections this week.

It is believed that Lord Hailsham, the Lord Chancellor, has expressed vehement opposition to a directly elected body because it would be a constitutional anomaly. Opposition has also come from Mr Norman Tebbit, the Industry Secretary, who thinks individual boroughs could run their own education service, and from Mr Michael Heseltine, the Defence Secretary.

And there are still many details to be settled on questions like the new body's power to raise a separate rate.

● Mrs Frances Morrell, leader of the ILEA, this week described the Government's behaviour as "completely disreputable", David Lister writes.

"Ministers must know perfectly well that imposing three different administrations on the ILEA in three successive years threatens the stability of the authority", she said.

"Their problem is that they haven't the courage to break out of the constitutional quagmire they have created for themselves."

The Labour authority would certainly be agreeable to the concept of direct elections although its favoured option is retaining the present structure within the GLC. However, even if the Cabinet does eventually approve direct elections, the Save ILEA campaign will not cease, as it will concentrate on the drastic effects of rate-capping on the budget.

Once a staff meeting would end with: "And gentlemen, how can you expect the boys to wear the school cap if you yourselves do not wear a hat?" More than one inspector would claim they could tell a good teacher by the way he dressed.

Before Mr David Perryman, biology teacher at Lawrence Weston comprehensive school, Bristol, such an inspectorial yardstick would crumble. Awarded the title of The Scruffiest Teacher in Britain by *The Sun*, he has received all sorts of other accolades from his professional colleagues, including what must be supreme in these times: "He raises more money for the school than anybody else".

Although gallantly protected by the head, Mrs Shirley Whittingdon, from the pesterings of the serious press, we learned that Mr Perryman is highly regarded by pupils, not surprising when he spends so many nights after school running extra-mural activities. Half of his £300 prize money went to the school mini-bus, and the remainder was spent on clothes – needless to say, mostly not his own.

Camus and Co. seen as A-level outsiders

by Nick Wood

Sixth-formers will be able to pass A-level French without studying any literature under radical new proposals for syllabus and exam reform from the Joint Matriculation Board.

The new format, which is intended to replace the board's existing A levels in French and all other modern languages by 1988, gives candidates, in consultation with their teachers, a completely free choice of topics to be researched, read about and written up in French as coursework essays to be marked by teachers and checked by the board.

Virtually anything goes under the JMB plan. The board expects that some sixth-formers will continue to pore over the works of such A level stalwarts as Camus, Sartre and Molière, but others will take the opportunity to develop their understanding of French history, politics and culture.

Examples of possible topics mentioned by the board include a French writer, relationships with others, adolescence, men and women and the city of Paris.

Source material can include books, fiction and non-fiction, newspaper articles, radio broadcasts, and videos.

The only constraints on candidates are that they must read the equivalent of six books over the two years of their course and produce three essays in French totalling 3,000 words.

Hobbies, pastimes and interests as diverse as model-making, bee-keeping and fishing also qualify as suitable topics for study. This was confirmed by Mr David Nott, a lecturer in the education department at Bangor University and a member of the working party that has drawn up the proposals.

Mr Nott said that the aim of the reforms is to put an end to lessons in which pupils plough through set books line by line, translating them into English.

Such an approach is a "total waste of time", fostered by the existing exam which by concentrating on "literary niceties" and requiring answers in English, prevents teachers making the foreign language the normal medium of lessons and learning, he said.

Joint Council of Language Associations Conference page 10

Mother tongue not a right – Sir Keith

by Diane Spencer

State schools cannot offer mother tongue tuition to pupils as a right, Sir Keith Joseph, the Education Secretary, told 80 educationists from the EEC who met this week to discuss the Schools Council Mother Tongue Project.

It would be impracticable as so many languages were spoken – London alone had 147. The country did not have enough suitably qualified teachers, nor the money to support them, he said.

"But there are areas of the country where a single mother-tongue, other than English, is spoken by substantial numbers, and it does become feasible to make some provision in state schools."

Evening and weekend classes run by volunteers could be the most effective way of responding to the needs of linguistic minorities. But state schools had a part to play. Besides teaching English as a second language a school should provide an atmosphere which encouraged children to respect other cultures and to admire proficiency in more than one language.

Schools should develop closer links with voluntary classes and teachers.

THIS WEEK

TIMES PAST THE TIMES

EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

HMIs' critique of day-release

When the *Training for Jobs* White Paper appeared a few weeks ago, there were dark hints that an HMI survey was in the pipeline which would help to justify the decision to transfer funding for a quarter of work-orientated non-advanced further education to the Manpower Services Commission.

The survey is published this week as *Education for Employees* (page 18). It is concerned with day-release and block-release courses for young workers between the ages of 16 and 19, and it maps (among other things) the decline of day-release and block-release since the palmy days of the 1960s, when with smaller numbers of boys and girls in the relevant age-groups, the student body totalled 327,000. By 1981, it was down to 201,000 and still falling. When it is recalled that day-release for continuing education was one of the unfulfilled promises of both the 1918 and the 1944 Education Acts, it is a depressing reminder of the long-term neglect of industrial education and training which the MSC is now wrestling with.

Did the HMIs find evidence of a lack of liaison between the FE colleges and local industry? This, after all, was the implied charge which was made in the White Paper (though Ministers have since back-pedalled as tactfully as they could). The answer is that the HMIs were fairly unimpressed with the outward trappings of industrial involvement: they acknowledged the panoply of committees and sub-committees on which industrial and commercial managers and trade unionists took their seats, but saw little to suggest that this participation was effective. Links with industry were adjudged "good" in 45 per cent of colleges; adequate in another 32 per cent and poor in the 23 per cent which remained.

Some sectors were better than others; "some aspects of business studies and food education" showed the arrangements at their weakest, but even where they were, formally, at their best, it did not appear that "employers had much impact on the curriculum".

The colleges will find these revelations embarrassing, but it is fair to ask if the MSC will be any more effective in getting active and informed participation from busy industrial and commercial managers. To make an impact on the curriculum is never going to be easy because the courses are, in any case, closely geared to external examinations like those of City and Guilds and the Business and Technical Education Council. Interpreting employers' needs and wishes is, or should be, a major responsibility of principals and heads of department in the colleges – their own experience and contacts with local industry and commerce should extend beyond the advisory committees, and not be confined to formal mechanisms for consultation. The MSC may project a more authoritarian expression of what employers want, but most of its own officials have a good deal less industrial and commercial experience than many college staff.

The sections of the HMI survey which make the most depressing reading are not about liaison with employers but about teaching methods. There is scathing criticism of what actually goes on in day-release classrooms – passive students being lectured and boring notes being dictated, too slavish adherence to external syllabuses, too much dependence on outside validating and examining bodies.

The criticism of the pedagogy is interesting because it has a bearing on Sir Keith's strategy for using a beefed-up school examination system to bring order to the secondary curriculum: "the content and style of teaching are influenced too strongly by assessment requirements". If Sir Keith wants to know how teachers and institutions react to examination controls when these become excessive, perhaps he should study this report.

These criticisms are not to be taken lightly. They go to the root of the experience of day-release students – a captive audience who, nevertheless, have to be motivated and excited if they are to do more than go through the motions in sullen acquiescence. The HMIs noted (like countless observers before them) that the link between what students learn on the job and in the college needs to be improved. This is one of the places where liaison between colleges and employer seems most defective.

MSC control will do nothing to improve the pedagogy of FE: if anything it threatens to make it worse by its authoritarian style and its mechanistic notions about how trainees are to be conditioned.

The Commission may, however, be able to tackle the local authorities' failure to equip the colleges adequately, particular in respect of new and developing technologies. Evidently authorities have had difficulty in replacing capital equipment in the face of financial stringency: the MSC will be able to apply its funds directly to particular needs and, if TVEI is anything to go by, have lavish ideas about equipment. But (of course) if they spend more on equipment they will have less to spend on existing courses and the bigger will be the upheaval for those working in FE.

COMMENT

Rate-capping and after

As the Rates Bill gets its Third Reading in the House of Commons, and London politicians muster their public support in defence of the Greater London Council and the Inner London Education Authority, the Local Government Campaign Unit has published a pamphlet by Steve Butters, Stewart Ranson and Kieron Walsh (pages 3 and 88) devoted to the evils which will overtake education in the wake of rate-capping. The authors show that (as everyone knows) l.e.a.s have, collectively, exceeded the targets set for local authority expenditure by the central government, and goes on to predict that education will suffer severely if the Government succeeds (by rate-capping) in preventing this "overspending" from continuing. It does this by taking the figures for education spending put forward in the Government's published plans and working out what cuts would be needed to contain local budgets within these projections.

As a pamphlet it is worthy rather than rousing. It adds little new to the debate except some useful chapter and verse. Pamphleteering about a dull subject like local government finance needs more sparkle than this to keep the audience awake.

But this is not the only criticism: This pamphlet fails to deal with any of the arguments put forward by the Government. Rate-capping is a draconian measure which brings the disintegration of local government a step nearer. But it would be foolish to pretend that the wide differences between local authorities' spending policies does not pose acute difficulties. Earlier conventions were based on the assumption that the Chancellor's views on public expenditure should be respected in local government. There was a wise reluctance to force a confrontation on money matters.

Things have now changed for various reasons: the Government has made a big issue of holding down expenditure, and introduced a penalties regime which local politicians of all parties dislike intensely; local politics have polarized since the 1974 reorganization and a new breed of political hard men has emerged. High unemployment and widespread poverty have increased the number of voters receiving rate rebates and, some would argue, diminished the effectiveness of ordinary electoral disciplines. As a result a fairly small group of authorities "overspending" by large margins has put the ramshackle machinery of local government finance under severe strain. Rate-capping is the Government's injudicious response.

But academic observers, attempting to estimate the consequences of rate-capping, owe their readers more than an emotional prediction that the skies will fall in: after all the extreme "overspending" which the Rates Bill is designed to catch is only characteristic of a minority of l.e.a.s – most look like being within two or three percentage points of their targets in 1984–85, to judge from this week's survey by the Rating and Valuation Association. And some of rate-capping's harshest critics have been the technical experts who have grave doubts about the Government's own ability to make the harsh cuts which Ministerial rhetoric might have led the public to expect. If they are right, the effects of new curbs will be a good deal less dramatic than some have suggested.

None of this, of course, makes rate-capping a good thing. It does not obscure the damage it will do to local government. But no reasonable person should pretend that the present arrangements are satisfactory or refuse to accept the record which shows that all recent Chancellors, Labour as well as Conservative, have demanded the right to bring local spending plans within national planning for public finance as a whole.

London v. the provinces

With the Arts Council's crucial final meeting due to take place as we go to press, and with three separate storms threatening to burst over their unprotected heads if they carry out their rumoured intentions with regard to the Royal Court theatre, the Hayward Gallery, and their own notoriously strife-torn literature department, any predictions here about the eventual outcome would be rash. But it is not too early to pass a negative judgment on the manner in which the Council has conducted its so-called "strategy exercise": by patently brushing aside advice from at least three of its specialist panels, and by equally patently excluding from its deliberations many groups whose views should in all common sense have been sought, it has only itself to blame for whatever opprobrium may shortly come its way.

It is already clear, of course, that in some quarters Sir William Rees-Mogg and his colleagues are about to be accorded the status of heroes. Their perfectly correct determination to boost theatre in less privileged regions will win them some unlikely supporters. But it is significant that no fewer than 23 leading regional theatre directors have written to Sir William in defence of the value of the Royal Court to the nation as a whole; it is a fact, if not yet one well known within the Council's inner cabinet, that the Hayward Gallery plays host not only to Londoners (and London school parties) but also to their counterparts from Britain's furthest corners. London is not just another region, it is also the capital; if the Hayward were to be relocated in, say, Manchester, its usefulness to the country as a whole would be diminished.

The specifically educational aspects of today's decisions may not be dramatic. Luke Rittner has shown signs of taking this side of the Council's activities seriously; in Sue Robertson, he has an able new education officer whose enthusiasm will give added impetus to the musical and photographic initiatives now under way; the budget for her "unit" may be small (£160,000 this coming year) but it will certainly be used to maximum effect.

But the future of the National Book League is also a matter of educational importance. The travelling exhibitions which it organizes are much used by teachers up and down the country, even if its own children's book room is not exploited to the full. The NBL's potential, in more general terms, is enormous: if it were to be snuffed out, as rumours indicate it may be, it would have to be immediately reinvented. There have been some justifiable criticisms of some aspects of its direction, but these in no way justify the Council's cavalier attitude to it in recent months. The Council's literature department, under its present leadership, has not proved itself a responsible parent towards this particular infant: Lord Gowrie should take out a care order forthwith.

... no comment

Spalding High School, Stonegate, Spalding, Lincs PE11 2PJ, Headmistress: Miss M I McClure BA. In working condition. £100 or nearest offer.

From Lincolnshire Education Bulletin 209 (March 9, 1984).

Second opinion

A quest for the best

Arguments become tangled when people confuse means and ends. This happened at the Oxford meeting on admissions procedures, reported in *The TES* last week. More relevant were the growth of agreements between heads, the hours passed and the warm words from maintained schools.

Some, but not all, spokesmen for independent schools were put across. That is hardly surprising: for years some schools have enjoyed an advantage by being able – unlike maintained schools – to enter candidates who have received a great deal of extra and very good teaching. The quality of that teaching, and of the education it represents, there can be no doubt. But the advantage has been real, and plainly unfair.

Meanwhile, some teachers in schools have sedulously developed a precise and detailed knowledge of the ins and outs of the system. Indeed one head has already been able to deploy for several days on the Oxford field a scouting party of masters in well-orchestrated attempt to iron any wrinkles in the new system. Maintained schools have neither the sources nor the stomach for such extravagance.

Professionals in schools of all kinds are now having to face, equally, a question which many would have preferred to avoid. Enlightened heads of independent schools want, at one and the same time, to keep at least their present share of places at what is perceived as the best universities, and yet to see those universities as genuinely open to able candidates from all kinds of schools. But they cannot, of course, have their cake and eat it. When their favoured position is attacked, they cry out in righteous anger at "social engineering" (ignoring the fact that it is the present system which is unfairly contrived), and then plunge into a mood of irritable egalitarianism.

Several of them at Oxford, safely out of hearing of their pupils' plaints, gestured towards a brave new world in which all universities would be equal. If they couldn't have a special place at Oxford, then they didn't want Oxford to be a special place.

The purpose of the Oxford reforms is, of course, plain and simple. It is not to reject good pupils from independent schools, who will continue to be warmly welcomed and in large numbers. That purpose is rather to defend and justify the pre-eminence of Oxford as a great international university, massively supported from public funds, and to open its doors still wider to candidates from all kinds of schools. Equity of access to a place of excellence is the plain motivation of the reforms.

If it had been otherwise, the changes would never have been accepted by the overwhelming majority of the 28 colleges. One of the restraints upon structural change in Oxford is that it can be achieved only with the support of those colleges. The autonomy and quality of the colleges is one of the most powerful factors in preserving the special characteristics of Oxford, and consent is therefore more than a constitutional rule. The cynics will be surprised that so much agreement was achieved. To argue now for massive sweeping and ill-defined reform is as futile as to insist that Oxford should wait for Cambridge.

One college did, at the last moment, engage in some quaint activities by proposing an alternative plan for some future date. That delighted a few who wanted as little change as possible, amused those who correctly believed that Oxford is indeed a funny place, but did not distract attention from the main purpose of the exercise. Oxford is now committed to make a success of arrangements which are new, strange and fair.

Harry Judge

Dr Judge is director of the Department of Educational Studies, University of Oxford.

NEWS

Parents right to see pupil files backed by NUT

by Nick Wood

A report from the National Union of Teachers backs the small but growing number of education authorities that have given parents the right to see school records on their children. It also says that pupils over the age of 18 should be able to inspect their personal files.

The report, drawn up by a union working party and released yesterday, is being sent to local associations for discussion by members aimed at reaching a new policy on records. At present, the NUT says that access is a matter to be decided by heads in consultation with their employers.

It recommends that "in principle, parents should have access to all records maintained by schools about their children, and that pupils aged 18 and over should have access to their own records".

It also says that pupils aged 16 and over should be able to see reports or references for prospective employers or colleges of further or higher education.

The working party argues that school records should be thrown open in the interests of accuracy, natural justice and good relations between teachers and parents.

Unless parents are allowed to see records, data recorded in good faith but subsequently rendered inaccurate by a change in family circumstances could go uncorrected, with potentially damaging consequences for the child, it says.

It also says that confidential files represent an "area of secrecy" in the relationship between teacher and parent, and may be a barrier to the establishment of genuine cooperation based on openness and trust.

The report seeks to demolish the counter argument that open access will spawn a dual system with bland official files available to parents existing alongside secret, unofficial records containing any sensitive data on a child.

"We believe that any school or authority which introduced a dual recording system of this nature would be committing a serious error . . .

"The unofficial system would almost certainly be used for recording suspicions of, for example, neglect or abuse of children . . . It is in the nature of unofficial systems to be inefficient, generally because no one can be designated as having responsibility for ensuring they are otherwise.

"A school using such a system to record information on child abuse would therefore be entrusting the safety of a child to a machinery which could not be properly monitored and in which information could become lost."

The report also tackles the thorny question of how teachers should record suspicions of child abuse when they know that files are open to parents.

The Inner London Education Authority is the latest authority to commit itself to opening secondary school files to parents. Brent, Leicestershire and Derbshire have "open file" policies.

Taking it lying down? An alternative medicine lecture was one of the events in the all-night teach-in at the City Lit Centre for Adult Studies in London on Wednesday to spotlight the threat from Government policies to London's adult education service.

Police quiz

The Republic of Ireland correspondent of *The TES*, Mr John Walshe, has been questioned by police about leaks from the Irish Education Ministry.

Police were called in by the Government when the *Irish Independent*, of which he is education correspondent, revealed details of two confidential documents. The details were also published in *The TES*. The documents published referred to the action programme of Mrs Gemma Hussey, the Education Minister, and a Cabinet memo on spending.

Pay talks adjourned

Teachers' pay talks neared deadlock last Tuesday night as employers failed to improve their 3 per cent offer. But both sides agreed to adjourn until next Tuesday after employers indicated they would be willing to look at increases above 4 per cent. However, they are unlikely to stretch to the 4.5 per cent rise already offered to Scottish teachers.

Local authority representatives on the Burnham management committee say they cannot afford much more than 3 per cent because of the 1.05 per cent increase in pensions contributions.

Rate-capping hope for l.e.a.s

by Biddy Passmore

Many local education authorities would be certain to escape the Government's general rate-capping scheme under a concession announced by Mr Patrick Jenkin, the Environment Secetary, on Wednesday.

He told the Commons during the Report Stage of the Rates Bill that the Government was prepared to accept the general principle of an amendment tabled by Tory back-benchers, which would exempt the lowest spending councils from the general scheme.

Many of the lowest spenders are authorities running education: Tory-controlled shire counties and metropolitan districts and outer London boroughs.

As *The TES* went to press, it was not clear if the Government would adopt the precise mechanism for identifying low spenders set out in the amendment, which was tabled by Sir Peter Emery (Honiton). This would exempt councils which had for two years kept their spending within the Government's spending target or their grant-related expenditure assessment.

This major concession is designed not only to head off Tory rebels in the Commons – eight, including the former Cabinet minister, Mr Geoffrey Rippon, voted with the Opposition on amendments on Tuesday – but to defuse the much more serious threat to the Bill in the House of Lords, where peers from all parties may stage a head-on confrontation.

Meanwhile, the Local Government Campaign Unit has calculated the the selective rate-capping scheme – which ministers do not intend to amend – would have to be applied to up to 90 authorities to save the £1,500m the Government wants in 1985–86. Mr Jenkin has said he does not intend to include more than some 20 councils in the scheme.

● Opportunities for the post-16s will be severely curtailed as a result of rate-capping, according to a document launched this week by Mr Giles Radice, Labour's education spokesman, *Sarah Baylis writes*.

The document, *Cutting education to cap opportunity*, claims that a new squeeze on spending will restrict pupils' choices and firmly establish three narrow "streams": a grammar stream studying A levels for university entrance, a technical stream taking TVEI or BTEC courses and a YTS stream.

It states that, so far, local authorities have managed to protect the education service by providing extra resources from the local rates. But if the rate-capping Bill becomes law the Government will have the power to carry through its White Paper spending plans.

The pamphlet was prepared by three academics for the Local Government Campaign Unit which represents councils and trade unions fighting the poroposed legislation.

Cutting education to cap opportunity by Steve Butters, Stewart Ranson and Kieron Walsh. Available from the Local Government Campaign Unit, Third Floor, Mary Ward House, 5/7 Tavistock Place, London WC1H 9SS.

Polys to win 'sales' right

The Government announced this week plans to free polytechnics and local authority colleges from the legal chains which stop them making money out of their own inventions and consultancy work.

The ban has long irked the polytechnics and colleges, especially since it does not apply to universities and grant-aided colleges, which have their own legal identity.

Its removal will enable the institutions to forge closer links with industry through cooperative and contracted research, consultancy and advisory work and routine testing, to exploit their inventions – and to keep the profits. They cannot do this at present because they are legally part of their local authority.

Schools scrap two job titles in sex stereotyping purge

by Hilary Wilce

The titles "headmaster" and "senior mistress" are to be abolished in Clwyd secondary schools.

School displays are to be scrutinised for evidence of sex-stereotyping, and governors are to be trained in equality under a wideranging equal opportunities policy adopted by the Labour-controlled North Wales authority.

The policy has been hammered out with the help of the Equal Opportunities Commission, which part-funded the secondment of a deputy head to report on the issues.

Among the most far-reaching of the 19 recommendations adopted by the education committee are that each school governing body should monitor equal opportunities in their schools, and that every school should set up an internal working party to develop a "whole school policy".

The report also suggests that one senior teacher should be given responsibility for equal opportunities, and that deputy heads could rotate duties in order to have true equality of status.

The policy emphasises the need for training at all levels, including staff, governors and education officers, in issues of sex stereotyping. The recommendations also underline that the curriculum must be open to all pupils.

PLATFORM

17-plus: privatization or public control?

Max Morris (left) voices concern at the Government's casual attitude towards the proposed Certificate of Pre Vocational Education in contrast with its rigorous approach to the 16-plus exam

Meeting educational leaders in recent weeks I have been astonished at the number who appear to be unaware, even ignorant, of recent developments affecting the education of the 14s to 17s, or complacent about their consequences. True, not all the information has been widely publicized, but enough has been published to alert responsible educationists to the significance of the new initiatives.

Take the proposed Certificate of Pre Vocational Education (CPVE) for youngsters, mainly at school, at 17-plus. There has been little or no public comment that for the syllabuses leading to a brand new qualification, no criteria whatever, except for the vaguest generalizations, have been demanded by the DES before they are approved.

In fact, approval is not in question, it seems. They have been accepted lock stock and barrel from the City and Guilds of London Institute (CGLI) and BTEC as being suitable and the joint board for the CPVE has been left to establish its own infrastructure for determining the form and content and any future changes in the examination.

This is surely astounding, in view of the meticulous scrutiny insisted on by the Secretary of State of the criteria produced for the proposed single exam at 16-plus by the National Joint Council of the GCE and CSE boards. The council has laboured for more than two years in the longest exercise of its kind in British educational history.

Indeed, that exercise has been unique, not least in the massive consultation with the schools that it involved and in the personal attention it has received from Sir Keith Joseph.

Given that the GCE and CSE boards are vastly experienced and enjoy, to put it mildly, a fair amount of public esteem, would it not have been expected that before a new enterprise like the CPVE was launched by bodies largely untried in school examinations, a similar exercise in criteria creation would have been demanded from CGLI and BTEC?

But no. At a recent meeting with examinations experts the Secretary of State seemed totally unaware that there was any problem and it was clear that the need for such criteria had at no time been considered by the DES or discussed with the bodies responsible. Yet this is a new venture intended to develop rapidly and widely in the "new sixth".

Two questions arise. Why has the Secondary Examinations Council, Sir Keith's own personal creation, been given the remit of 16-plus and 18-plus, but not 17-plus? This is a very strange omission which can hardly have been accidental. Surely no one at Elizabeth House is going to argue that sixth-forms are not part of the secondary school system. Or will they?

Second, is there one law for the GCE and CSE boards and another for CGLI and BTEC? It cannot be argued that the certificate will eventually be diverted from the schools to further education since already for many years GCE at least has had a large bite of the examinations budget of FE colleges. And it is rather ludicrous that an enormously elaborate operation

Sir Keith: personal attention

Mark Carlisle: started process

should have been mounted for those experienced in school examinations and none at all for relative neophytes in the field.

If the reason is the need for speed this hardly reflects credit on the DES as an educational innovator nor will it confer credibility on the certificate that will result. One's view might be different if the 16-plus criteria exercise was nothing but an elaborate red herring, a strategic evasive action, planned to provide an excuse for *not* having a single 16-plus. But this would signify a machiavellian cynicism and contempt for the world of education that not even the most hostile critics of the DES have suggested.

There are other issues at stake, too. It is not widely appreciated how the joint board for the CPVE is constituted and operates. Thus, while three of its 13 members *represent* the GCE and CSE boards and the RSA, the rest are all *appointees* (including the l.e.a.s) of the CGLI and BTEC, who also tightly control the entire administration as their own private fief.

This arrangement has been authorized and supported by the DES from the beginning. So we have a new public examinations body, in a key area of the maintained sector, which has no public control whatever.

Indeed, the Secretary of State, recently questioned, seemed to be quite unaware of the lack of effective involvement of the GCE and CSE boards in the new venture and their virtual exclusion as collective contributors in spite of their unique experience of school examining. And he was so impressed by this new knowledge that he asked his advisers to keep a watch on the joint board now that he had been "alerted" (to use his own word).

Let us be clear. The new certificate is not an initiative of CGLI and BTEC though until there is legislation to the contrary they have a perfect right to develop their empire and to try to colonise the schools. Rather, it is a DES/ministerial initiative. It is the Government which started the whole business in Mark Carlisle's White Paper on *Examinations, 16 to 18* and which has not just overseen but directly controlled all the consultations leading to the creation of the joint board whose constitution was foisted on the education world despite the most acrimonious objections.

Yet the department has always insisted on the Secretary of State's overriding power in the field of public examinations. This it pointed out repeatedly to the Schools Council which took over the functions of the Secondary Schools Examinations Council. How come, then, that it has handed over control in this case, that it has abdicated authority, and though it has "assessors" involved they do not appear to have a ministerial brief – even to keep him informed?

There is another point. CGLI and BTEC have issued a Statement of Intent, following on the setting up of the joint board, which implies a major intervention in the school curriculum, 14 to 16. Clearly, this is a vast subject, requiring the closest public scrutiny. But though the two bodies have said that their initiative is "at the wish of the Secretary of State" he has said that the statement "does not have DES support". A semantic difference? I wonder?

It seems that a lot of public explanation is called for, not least on whether there is an attempt going on to privatize part of the public examination system?

Max Morris is a former president of the National Union of Teachers.

NEWS

Slogan fears on jobs advert

Tameside Council's policy of advertising jobs under the slogan "Socialism at work" has upset some teachers who suspect that it might put off applicants.

Mr Eric Bird, local secretary of the Assistant Masters and Mistresses Association, said: "The council might have the best motives but it could give the wrong impression."

A spokesman confirmed that the Labour-controlled-council will now be using the slogan in all its job advertisements.

Student projections rejected as basis for planning HE

by Biddy Passmore

The Government's projections of student numbers into the 1990s have been rejected as a basis for planning higher education by both the Royal Society and the London committee of the Association of University Teachers.

In their responses to the questionnaire on the future of higher education sent out last November by the University Grants Committee, both organizations stress that demand is likely to be higher than the DES predicts. The UGC letter appeared to accept the department's figures and asked for comments on how the resulting cuts should be implemented.

The department made two projections, which may be revised before Easter. The higher assumed that numbers would stay at their present level until 1988–89, after which they would drop by a fifth by 1996–97 and then recover slightly until the end of the century.

On the low projection, numbers would only stay at their present level until 1987–88, than drop by 5 per cent by the end of the decade and a further 20 per cent by 1996–97.

Public spending plans published last month were based on the low projection.

But the Royal Society points out that its own figures show demand running slightly above the higher DES projection and, because they take no account of growing female participation, are likely to be under-estimates.

As the DES is budgeting for fewer students than there are likely to be, the society says this would mean either a cut in the proportion of university applicants getting a place or a cut in spending per student.

It urges "a soundly based appraisal of future demand" as essential to achieving a sound balance between improving access and increasing spending per student. It also points out that, as teaching is only one of the functions of a university there is no justification for relating its total funding solely to student numbers.

On the question of subject balance, the society says teaching science to all pupils up to 16 might well lead to some shift towards the sciences in those applying to university.

It also expresses strong support for broadening the sixth-form curriculum through the introduction of I levels, although it adds that much would depend on its acceptance by universities and employers.

While it welcomes the growing links between universities and industry, the Royal Society stresses that universities must depend on Government funds for conducting fundamental research.

The London AUT rejects the "unacceptable assumptions" behind the questions in the UGC's letter, both on student demand and on funding. "Standards are already threatened and any contemplation of further reduction in funding must be regarded as severely damaging to the future of British universities", it says.

The London group see no grounds for closing any institutions during the early 1990s and also express resistance to any attempt to divide university institutions in London into those which only teach and those which are permitted to undertake research.

Radice pledge on voluntaries

Mr Giles Radice, Labour spokesman on education, this week dissociated himself from some of the policies of the Socialist Educational Association of which he is a member.

In an interview with *The Universe*, the Roman Catholic weekly newspaper, he firmly pledged a future Labour government to maintain the spirit and the letter of the 1944 Act for county and voluntary schools.

But when it was pointed out to him that an SEA discussion document on the dual system of county and voluntary schools was hostile to voluntary schools as an obstacle to a truly comprehensive system, he replied: "I do not have to agree with all the SEA says."

Asked his position on religious education and daily assembly in schools, Mr Radice replied: "I am sworn to the 1944 Act. In a pluralist way we have to reflect the fact that there are different groups now with legitimate religious and ethnic claims."

Mr Radice refused to commit the Labour Party to restoring the "historic share" of 10 per cent of teacher training throughout the country to Catholic authorities. The most recent cuts last year by the Government left Catholics with only 6.8 per cent of secondary level.

Country's needs first, says SDP

Universities must become more relevant to the needs of society and the economy, says the Social Democratic Party in its response to the UGC letter.

"We believe that the current debate should be used to examine the nature of higher education and the direction in which it is heading" commented Mrs Ann Sofer, chairman of the SDP education panel.

"For too long our universities have been admitting the same sort of student to the same sort of course. If universities are to avoid closures some time in the 1990s, then they must start reforming themselves now", she said.

The main change advocated by the SDP is a major expansion in access to higher education. Its detailed proposals include:

- **Financial support for sixth-form and college students and a broadening of the sixth-form curriculum**
- **A major shift in emphasis to continuing education, and increased opportunities for mature students and part-time study**
- **A radical overhaul of the three-year specialist honours degree course**

NEWS

Hargreaves report 'no indictment of teachers'

A suggestion that the Hargreaves report on London secondary schools is an indictment of the capital's teachers provoked an angry reaction from a union leader last week.

Mr Richard Rieser, general secretary of the London branch of the National Union of Teachers, interrupted a press conference at County Hall to deny a suggestion by a journalist that teachers were failing to do their job properly.

Ignoring a request from Mrs Frances Morrell, leader of the ILEA, to put a question or keep quiet, he said London teachers were getting "amazing" results from their pupils in the face of great difficulties. Mrs Morrell also vehemently denied that the report was an indictment of teachers.

Mr Rieser said that the union welcomed the report, which proposes radical changes in the curriculum and organization of schools, but added that it could not be considered in isolation.

The capital's teachers were suffering from the "social crisis" brought on by unemployment and cutbacks and they needed help from the authority. Instead, they were faced with calls to accept redeployment and redundancy.

Dr David Hargreaves, chairman of the committee that produced the report, said there was no intention to make teachers the scapegoat for pupils' underachievement.

"The report does not say London teachers have failed working-class children. The British educational system has failed to address itself to the problems of working-class children."

He was impressed by the readiness of both the authority's officers and its teachers to accept that there was a problem of underachievement among working-class children and to do something about it.

However, Mr Peter Herbert, secretary of the London branch of the National Association of Schoolmasters/Union of Women teachers, said that many people would interpret the report as an attack on the way teachers had dealt with working-class children over the past 10 years.

He saw formidable obstacles to its implementation. "If morale were better I think it would be no great problem to implement many of the ideas in the report, but I don't think that is the case."

Not so jolly Roger

A tattooed Cutthroat Jake, Stephen McMahon (left), threatens Ivan Tymczyna in Manchester Community Theatre's new pirate adventure, *Captain Medlock and the buried treasure*.

The company is based among the high rise flats of Hulme and Moss Side and was set up in 1982 by a group of unemployed people who attended drama classes at a community education centre.

They now present over 200 shows a year, mainly in local primary schools which have never been visited by a theatre group before.

The company's work has ranged from a production of *Tarzan* in which Tarzan's mum lived in a flat in Hulme, to a Christmas extravaganza in which Wonderwoman spoke with a strong Manchester accent.

Captain Medlock, the hero of the current production, is named after Medlock Court, a rundown block of flats.

Publishers and l.e.a.s hope to agree on photocopies

by Nick Wood

The local authority associations and publishers are poised to begin talks aimed at securing a national agreement on copying of published works.

Moves toward an agreement stem from proposals put to the Association of Metropolitan Authorities and the Association of County Councils by the Copyright Licensing Agency which represents the interests of publishers and authors.

These envisage the authorities paying a fixed sum per 20,000 of population in return for permission for all departments, not just education, being allowed to copy and use books, magazines, television and radio broadcasts and so on.

Such an agreement, the publishers propose, should be subject to the authorities meeting predetermined limits about the volume of copying and striking a deal over what infringes the "substantial part" section of the Copyright Act.

Even without agreement on these detailed points, it is hoped than an understanding can be reached in which both sides will waive their rights to mount legal challenges for a stipulated period, say, five years.

These latest moves coincide with the second round of a High Court action brought by two authors and publishers against Manchester City Council.

Last week Mr Justice Nicholls in the High Court in London granted the plaintiffs an injunction against the council restraining its schools and colleges from copying published material.

He gave Manchester another six weeks to submit evidence of possibly illegal photocopying in its schools and colleges.

Talks about damages will begin once this material has been examined by solicitors acting for Mr Brian Halliwell and Mr Sidney Waterhouse, the authors, and Schofield and Sims and Thomas Nelson, the publishers, who have mounted the case on behalf of the Publishers' Association.

The court heard that Manchester had been swamped by the response when after an earlier hearing it had ordered its schools and colleges to send it all possibly illegally photocopied material.

Mr Halliwell, when in a part-time teaching job, discovered a large number of photocopies of books, including his own.

But Manchester was taking its responsibilities seriously. "The council realizes it has a duty to prevent illegal photocopying by employees and is willing to use its best endeavours to prevent copying in future and ascertain the extent of copying hitherto," Mr Robin Jacob said.

After the hearing, the Publishers' Association said that Mr Halliwell had found that copying of books by himself and others had been going on for some years.

Pages photocopied from his books had been deliberately amended to appear as lessons or exercises for pupils, the association said.

Manchester's original instruction threw schools into disarray and heads and staff scrambled to draw together the suspect material, summarize it on lists and send it, with the originals, to the town hall. Overwhelmed by the response, it later told schools to keep their photocopies parcelled up ready for inspection and only submit the lists.

This week, a council spokesman said a "fair number" of schools – probably primaries which had not done any photocopying – had yet to reply to the first instruction.

Curriculum board for Wales named

by Bert Lodge

The Curriculum Development Committee for Wales was named this week, with Professor John Herbert Beynon of University College, Swansea, as chairman.

Nominations for the committee were made by Mr Nicholas Edwards, Secretary of State for Wales, and approved by the School Curriculum Development Committee, one of the two bodies formed to take over the work of the Schools Council.

Members of the Committee for Wales include Mr John Brace, secretary of the Welsh Joint Education Committee; Mr Hywel Evans, head of Aberconwy School; Mr Gwyn Jarvis, senior assistant director of education for Gwynedd; Mr R Jewell, Mid-Glamorgan County Council; Mr V W Morgan, head of Trefonnen C in W School Llandrindod Wells; Miss Mair Nicholas, head of Prendergast Infants, Haverfordwest; Mr E Roberts, assistant director of education for Mid-Glamorgan; Mrs P J Roberts, head of Bryn Hafren Girls' School Barry; Mr R E Roberts, Clwyd County Council; Mr D C W Williams, director of the Llanelli Enterprise Trust; Mrs Jackie Yeomans, National Confederation of Parent-Teacher Associations.

Support grant Bill at final hurdle

by Biddy Passmore

The Bill giving the Government new powers to make grants direct to local education authorities was expected to end its passage through Parliament yesterday, after a brief hiccup when the Lords inserted an awkward amendment.

The Education (Grants and Awards) Bill, which will enable the Education Secretary to channel up to half a per cent of local education spending into grants for special projects, should have finished all its stages more than two weeks ago. But Opposition peers moved an amendment in the Lords prohibiting the use of the grants in selective schools and the Government Whips, caught off guard, failed to muster enough support to defeat it.

The Bill therefore returned to the Commons for a debate on the offending clause last week. Sir Keith Joseph, the Education Secretary, described the amendment as "pernicious". The Government was not proposing that the grants should be used to set up new grammar schools, he declared. The amendment was simply a device to further the Opposition's objective of eliminating all forms of selective secondary education.

Mr Giles Radice, Labour's education spokesman, countered that the Opposition only had ministers' word for it that the Government would not use the money to finance experiments in selective schools.

Mr Clement Freud, the Liberal spokesman, also spoke in support of the Lords amendment. But it was defeated by 239 votes to 161 and the Bill was returned to the Lords "with a reason" for disagreeing to their amendment. No further upsets were anticipated in the final debate on the Bill in the Lords yesterday.

Meanwhile, discussions have been taking place between DES officials and the officers of the local authority associations on the areas to be covered by the new grants, which will be introduced next year. (The Association of County Councils and the Association of Metropolitan Authorities are both opposed to the Bill and refuse to discuss it at a political level until it becomes an Act.)

Giles Radice

One area suggested by the Government – enrichment of the curriculum in rural and inner city primary schools – has met some resistance from the local authorities.

Officers have pointed out that providing a full curriculum in small primary schools should be part of councils' normal duties. Moreover, problems are often best solved by a closure or merger. Yet it might become virtually impossible to close such schools if schools could simply plead for more help under the new grant scheme.

Other areas suggested by the DES are: pilot schemes on records of achievement, projects following the Cockcroft Report on mathematics, the management of the teaching force, micro-electronic aids for handicapped pupils, and information technology in non-advanced further education.

A further three which the associations may put forward are: science in primary schools, links with industry (such as work experience schemes) and multi-ethnic education. The final list will have to be negotiated by the politicians.

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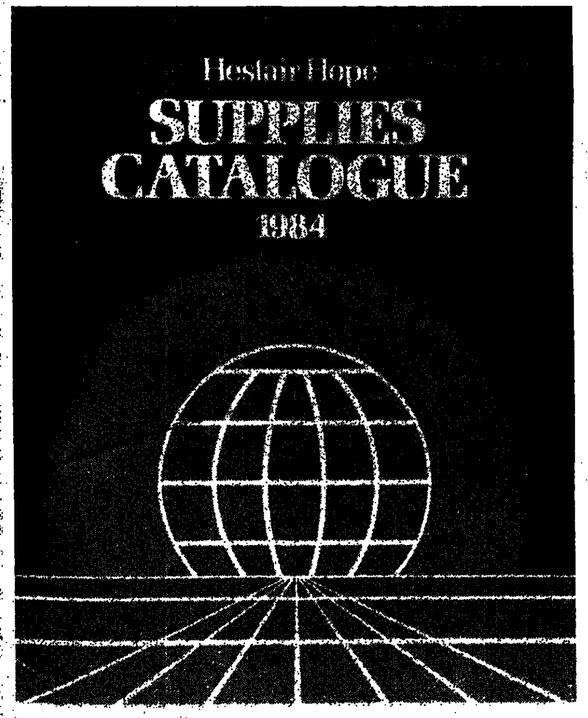

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IS ANY OTHER SUPPLIER OFFERING SUCH A GOOD DEAL?

Hillingdon seeks savings to ease pressure on budget. Sarah Bayliss reports

Heads anxious as council plans sale of playing fields

Primary school playing fields in an outer London borough are being measured up and inspected following a council decision to make savings through the sale of 10 acres or more.

In a budget already approved by Hillingdon council, members are committed to selling off school land to generate an income from interest of almost £380,000 over the next two years. Other parts of the education service face reductions worth £1.2m in the coming year.

The move reflects growing pressure nationally on playing fields and sports grounds. Sales of lucrative sites have increased with the squeeze on council spending and with a change in building regulations, which allow children to make greater use of space.

Hillingdon's policy has prompted a special meeting of the borough's Federation of Parent Teacher Associations and has worried headteachers.

Mr George Pringle, head of Pinkwell junior school and a teacher representative on the education committee, said he was strongly against any reduction in the size of school fields and the sale of land for housing or any other use.

"Most of the schools in this authority are lucky in that they have excellent facilities. It is very shortsighted to get rid of anything which schools benefit from and which children enjoy."

Mr Pringle said his own school was surrounded by grass which made two football pitches, a running track and a nature reserve. The site had already been measured up by the authority and he feared the loss of any of it. "Once land has been sold off for housing it's lost forever."

Mr Eddie Hales, Conservative chairman of Hillingdon's education committee, said no decisions to dispose of land would be taken by the education committee without consulting governors first. He stressed that all schools would retain some playing fields but land on the perimeter might be sold.

But he also revealed that the whole of two school sites – both empty – might be sold. One was St Michael's special school whose pupils were being integrated into a neighbouring primary school. He would not name the other site.

Mr Hales said he regretted the sale of any council assets but the idea was to reduce the impact on education of spending cuts. "It's not an easy problem. We face severe Government penalties and we are committed to a 5 per cent rate rise. Funds have to be found somewhere and the route we have chosen does not directly affect the structure of education in schools."

Other savings in Hillingdon include the closure of a maths and science teachers' centre, an increase in adult education fees, a reduction in teachers' jobs and a reduction of £85,000 in special education.

Mr Ian Cunningham, Labour's education spokesman in Hillingdon, is particularly concerned about the cuts in special education.

We are not amused: children at Primrose Hill School, London, get a taste of Victorian treatment during a fortnight of events to celebrate the schools' centenary. Above is a re-creation of a classroom of the period.

Old attitudes hamper girl scientists

by Richard Garner

Moves to encourage girls in primary schools to take up science may be being hampered because most of their teachers are women.

Ms Evelyn Pellow, who is secretary of the North Tyneside association of the National Union of Teachers, writing in the union's *Primary Education Review*, says that the women teachers were themselves "victims of discriminatory attitudes" while they were at school.

Ms Pellow, who has been researching the problem under a "teacher fellowship" project at Newcastle Polytechnic, adds: "Many of them were actively discouraged from obtaining qualifications in the sciences and they are now unsure of their ability and experience to tackle science in their classroom.

"Those who would question their ability to achieve such qualifications should examine the extensive statistical evidence which shows that girls have the necessary skills and intellect to do well in science and technology.

"It is the responsibility of these very women to right this wrong and ensure that science is taught in their classrooms in such a way as to motivate and involve girls, as well as boys, in science activities."

She concludes: "In 1984, every local education authority can justify the appointment of an equal opportunities adviser and such an appointment would do much to tip the balance of blatant prejudice and ensure that equal opportunities is a reality and not simply statements of intent on paper".

She argues that at present only a small proportion of girls is being directed to equal participation in the microchip age.

Discos . . . one of the events threatened by new legislation

Licensing law hits fund-raising

Teachers from a small country primary school have written to Mrs Thatcher protesting over a new licensing law which, they claim, prevents them and other schools from raising funds.

The staff at Alkborough primary school in Scunthorpe, South Humberside, claim the recent law requiring "public dancing or music or any other public entertainment of a like kind" to be licensed – embodied in the Local Government Miscellaneous Provisions Act 1982 – is causing financial hardship.

In the past no such licence was required but to obtain one now is proving prohibitively expensive, states the letter. "We seem to be penalized for simply trying to help ourselves".

Mr Austin Holden, head of Alkborough primary, said this week that his enthusiastic Parent Teacher Association had regularly raised £150 at discos and other social events in the school hall. With only 75 pupils and a capitation allowance of £1200 to be reduced by 10 per cent in the coming year – the funds were necessary to buy books, musical instruments and other equipment.

But the process of obtaining a public entertainments licence as required by the new law was complex and so did not prove costly. An electrician's survey and a fire inspection was necessary and an advertisement in the local press was also compulsory. Together with the £20 fee for the licence itself, the school could incur costs of over £80. The PTA felt that educational and charitable functions should be exempt from this particular law.

A spokesman at the Association of Metropolitan Authorities said it had received a steady stream of complaints from local authorities about the difficulties schools and PTAs were facing. "We raised this with the Department of Education more than a year ago and would very much like the Education Secretary to step in."

The spokesman added that in one particular case the required alterations to a school hall to cover the fire regulations for a licence would have cost £2,000.

A spokesman at the Department of Eduction said it had been advised by the Home Office that schools and colleges were exempt from the new law if they restricted tickets for any event to children, their guests and parents. A Home Office spokesman said: "Our interpretation of the Act is that a function for pupils, parents and invited guests does not constitute a public entertainment as defined by the Act."

Trains and tea-sets 'one reason' for inequality

by Hilary Wilce

The tradition of little boys playing with train sets and little girls with tea-sets is one reason why boys do poorly at language and girls at maths and sciences in later life, says a new guide on equality for the under-fives.

Intended for those working in nursery classes and day centres, the guide emphasizes that all children need to learn a full range of skills. "There has been more concern over the problems of girls' poor record in maths and science, but the social disadvantage of boys should not be underestimated."

The traditional idea of a woman's role is outdated, it adds, pointing out that the 1980 General Household Survey showed that 7 per cent of mothers of children under five were working full-time and 23 per cent were working part-time.

An Equal Start . . . guidelines for those working with the under-fives; free from the publicity section, Equal Opportunities Commission, Overseas House, Quay Street, Manchester M3 3HN.

Prep schools agree on more flexibility in common entrance

by Nick Wood

Preparatory schools have agreed important changes in the shape of the common entrance exam which reduce the state of compulsory subjects and allow schools to modernize their timetables.

They have decided that schools should have the option of putting youngsters in for a general paper in place of the existing separate papers in history, geography and scripture.

The proposed changes stem from a plan put forward by Mr Alan Mould, last year's chairman of the Incorporated Association of Preparatory Schools, at the annual conference in Cambridge.

He said the exam should be changed so that schools could find time to teach subjects which were not obligatory at 13 plus or colleagues keen to introduce computing or design . . . or more craftwork or drama within the timetable, heads who passionately believe in the educational value of these things, but who ask in despair: 'How can we fit them in?'" he told the conference.

Implementation of the new-look exam depends on the agreement of the senior schools. The committee of the Headmasters' Conference have called for a specimen general paper covering the three subjects before committing themselves.

"If they like it, then schools will have the option to put pupils in for a general paper or to continue with history, geography and divinity", Mr Robson Fisher, the deputy secretary, said. "There's no question of it becoming mandatory."

'Feminine' pressure group launched

by David Lister and Jill Sutton

A national pressure group has been launched to fight discrimination against women schoolteachers, particularly where promotion is concerned; but the emphasis, according to the organizer, will be on women members being "feminine" rather than feminist.

Mrs Heather Shaw, headmistress of Parklands High School, Preston, who initiated the group, said this week: "We must not be seen to be strident or feminist. We must show that we are feminine, intelligent and professional people with a genuine and important cause. We want a reasoned, well-informed logical approach rather than an emotive one."

She added that men would also be encouraged to join the group, which at present mainly comprises senior women teachers from five local education authorities in the North West.

A working party has been set up to form a constitution and it is hoped that a national one-day conference will be held in the autumn.

Speakers at the inaugural meeting at the North West Education Management Institute at Padgate confirmed that local authorities and governors varied in their approach to appointments. Some did little more than pay lip service to their equal opportunities advertisements.

Not enough women were trying hard enough but the dice was loaded against those who were.

Mrs Dorothy Butler, a former headmistress and now in-service coordinator for Tameside, said: "There is a whole pool of talent being wasted among women teachers, who are the bulk of the country's education force."

The group's members are particularly keen to discourage discrimination by governors and to enlist the help of chief education officers. They would like to see more women in top administrative jobs with local authorities.

Social work course is bold but complex

by Diane Spencer

A social work course at North London Polytechnic has been praised by HM Inspectors as "bold and imaginative", but criticized as "complex and difficult to unravel for many students".

The course has the largest number of students on Certificate of Qualification in Social Work (CQSW) in the country with a quota of 100 a year. Inspectors noted with approval the consideration given to students from access courses at the City and East London College, designed to enable ethnic minority students to qualify for admission to more advanced courses.

The Inspectors found the quality of teaching generally sound, although few lecturers were aware of the scope and potential of audio-visual aids and of the need to encourage student interaction.

Student punctuality and attendance "do not appear to be strong features of the course", Inspectors said. "They fall short of acceptable standards, particularly when it is remembered that the course is providing a professional training which should be encouraging qualities of reliability and responsibility."

Teaching rooms were adequate, but the refectory areas and common room "verged almost on squalor" the Inspectors commented.

The inspection took place in November 1982.

Polytechnic of North London, inspection of the two-year non-graduate Certificate of Qualification in Social Work. DES, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ.

NAHT prepares for caning ban

by Bert Lodge

Recognition that a nation-wide ban on corporal punishment may not be far away is signalled this week by a document from the National Association of Head Teachers.

The 12-page memorandum, *Discipline in schools*, which has been sent to the association's 21,000 members, sets out the moral and legal implications of various rewards and punishments. And Mr David Hart, general secretary of the association, said this week that the paper might be particularly helpful if corporal punishment was removed from a head's options.

He was referring to the latest decision of the European Court that a complaint from an English mother that caning is "degrading treatment" deserves the court's consideration.

Defence of caning before the European Court has hitherto been based on parental rights. But if the punishment itself is found "degrading" it could result in a blanket prohibition by the court which the UK Government could hardly resist.

The NAHT document draws together several memoranda issued in the past on sanctions. In an argument against an over-hasty ban on corporal punishment it acknowledges the growing recognition that punishment should be reformative and tuned to the psychological and social needs of the pupil.

"However, until the full resources for this kind of approach become more readily available and viable alternatives have been established and seen to work, schools will continue to have need for sanctions which deter the badly-behaved in order to safeguard the work and progress of the more cooperative."

The NAHT concedes that corporal punishment is on the wane but warns that where it is restrained, even if little used, "its sudden withdrawal . . . may undermine discipline and authority."

Pupils from the Royal School for the Deaf in Derby have been finding out how computers have infiltrated the ancient art of lace-making.

The visit to the lace design department of the Birkin Group factory at Borrowash was arranged to demonstrate how computers are used in industry.

The children were accompanied on the trip by Professor Paul Taylor (right) of the Rochester Technical Institute for the Deaf – the New York computer specialist who is spending a year's sabbatical at the school.

Mr Philip Royle, one of the children's teachers, explained that the school was particularly interested in computers because they enabled the deaf to compete on equal terms with able-bodied people.

"Everything comes up on the screen so in the operation of a computer our students are just the same as anyone else," he said.

NEWS

Nick Wood reports from the Joint Council of Language Associations' annual conference in Exeter.

Second language option imperilled by cutbacks

Language teachers have reaffirmed their call for a national policy on modern languages that will stem the haemorrhage in the teaching of subjects such as German, Italian, Spanish and Russian.

The Joint Council of Language Associations' Conference last weekend resolved that the policy, now under consideration by the Department of Education and Science, should require l.e.a.s to "guarantee that each secondary school makes provision for at least two foreign languages".

So concerned are they to broaden the range of languages offered in schools that they are prepared for teachers of French to switch to other subjects.

They believe that this diversification of language provision should be implemented in planned stages so that teachers can be re-trained to teach languages with which they are not fully familiar.

At a press conference later, representatives of the joint council said that the second foreign language was in peril, and would worsen as a result of spending cuts, falling rolls, school reorganizations, staffing cuts and the move towards a more practical and technically-based curriculum.

They wanted "positive discrimination against French" to save the less popular languages.

"We want language education to be planned rather than at the whim of every l.e.a. and institution," Mr Anthony Barley, the conference chairman, said.

The new Technical and Vocational Education Initiative scheme should have a foreign language component, the conference agreed.

Mrs Rita Wright, secretary of the joint council, said that language teaching was suffering because of the emphasis on vocational education.

However, languages were of practical, cultural and educational value and this should be better recognized in schools.

Mr Brian Page, a member of the executive of the British Association for Language Teaching, said that schools should offer more short courses; for instance, two-year courses in languages, rather than teaching only French to 16-plus.

"The second foreign language is dying only because organizational systems in schools are letting it die. It is not dying because of some natural law."

A true appreciation of languages came only through study of a number of tongues, he said.

The conference also strongly backed the 16-plus exam, I levels and graded tests in languages.

It again called for central funding of the scheme for foreign language assistants.

New opportunities for old

The language teachers of tomorrow will find themselves tutoring old age pensioners as well as teenage pupils, Professor Ted Wragg, director of Exeter University's school of education, told the conference.

"Ten years from now a great deal of language will be done in mixed age groups and with older people," he said.

As the span of the typical working lifetime declines from around 50 years to perhaps 35, for the first time in human history people should have the chance to enjoy a long and healthy retirement – perhaps as much as 30 years, Professor Wragg said.

Many will turn to education and languages in particular to fill their leisure time.

"More l.e.a.s recognize the importance of life-long learning and are turning their schools and colleges into community schools and community colleges."

Teachers would enjoy having older people in their lessons, he added. "One of the problems language teachers often face is having to teach disaffected pupils. It's a great pleasure to have classes that, although demanding, are very keen."

Professor Wragg also warned the teachers that they were in danger of letting new technology pass them by. "For many years language teachers have been quick to move into new developments like using slides, film strips and tape recorders. They were among the first to do this. But I wonder now if language teachers are going to get left behind."

The lethal effect of past participles

A Lothian school's decision to jettison the formal grammatical approach to Russian has resulted in an upsurge in the number of pupils studying the language.

Mrs Joan Macrae, principal teacher of modern languages at Armadale Academy, said she changed her teaching style when two in three of her pupils dropped Russian after one year of "past participles and perfect and imperfect tenses".

"I realized I'd reduced a much-loved language to an academic study, a series of mathematical formulae in which children did not see the practical application . . ."

She resolved that if her pupils could do nothing else at the end of their second year, they would be able to speak Russian. The new approach was put to the test when a party of Russian sailors visited the school. "The children had never even heard of a direct object but this didn't appear to prevent them communicating effectively," she said "I shuddered as I heard every wrong inflexion and tense. Then I looked at the sailors' faces expecting to read contempt. All I saw, however, was attention, concentration and, amazingly, comprehension.

"What I, the traditional grammar school teacher, would never have entertained, the sailors were responding to."

Now three in five of those who start Russian pursue it through to the O level stage and the school's language department has extended the communicative approach to French and German. Take-up rates for all three subjects are now at an all-time high, she said.

Why it may be unwise to be too communicative

The vogue for teaching modern languages by acting out everyday situations in the classroom came under attack at the conference.

Professor Henry Widdowson of the Institute of Education in London homed in on the central theme of the conference – how to teach pupils to use foreign languages effectively – when he told the audience of 750 teachers and advisers that the communicative approach had replaced one prescriptive orthodoxy with another.

"It is supposed that since communication is now the creed, pattern practice must be heresy, that there can be no place in language teaching for deliberate and conscious learning under the direction of teacher control," he said.

"Whereas previously the belief was that pupils had to be taught linguistic competence explicitly by repetitive practice . . . the prevailing view now is that pupils should participate in authentic communicative activities, which deflects their attention away from linguistic forms and allows them to acquire language by a natural process of self regulation," Professor Widdowson continued.

The tensions between the communicative and the repetitive approaches should be resolved by merging them into a single "purposeful" approach to language teaching, he said.

Nevertheless, he was dismissive of the intensive role-play inherent in the communicative approach, which typically split pupils into small groups and set some real tasks such as finding their way in a strange town or ordering a meal in a restaurant, which must be undertaken in the foreign language.

"It does not follow . . . that every instance of language behaviour which pupils are exposed to, or which they themselves express, must be authentic examples of naturalistic communicative activity.

"Indeed, the very fact that the foreign language makes its appearance in the contrived context of the classroom must inevitably undermine in some degree any authenticity it might naturally have.

"The pupils know perfectly well that they are being required to play a part in a kind of game.

"The crucial issue is whether the rules can be so devised that they will want to play, whether we can engage them in activities which are purposeful without being realistic so that they will willingly accept the artifice."

Professor Widdowson said it was "inefficient and unreliable" to attempt to teach children foreign languages by exposing them to the natural world of everyday events. The very point of schooling was to improve on this formless process.

"To seek to replicate the conditions of natural learning in the classroom is to deny the very point of pedagogy."

Earlier, Mr Ewen Bird, language adviser for Wiltshire, had argued strongly before a packed lecture theatre, for the communicative approach.

Its essence lay in the "information gap" – a genuine need for pupil and pupil or pupil and teacher to get a message across in a foreign language. Unlike the traditional grammatical approach, linguistic accuracy was not seen as particularly important. That came later once pupils had built up confidence in their ability to engage in conversation.

The new method motivated pupils well and boosted their confidence, he said.

Nevertheless, he was worried that some teachers might "go overboard" on communication. There was a danger that pupils would be subjected to the "situational approach until it was coming out of their ears".

He was also worried about the development of a "classroom pidgin" in place of the correct spoken forms of the language under study.

Mr David Peacock, lecturer at St Martin's College of Higher Education, Lancaster, said that British pupils would never learn to master languages without some far-reaching social and political changes.

"The teaching of communicative skills in modern languages in the United Kingdom, despite all the spirited efforts of modern language teachers, will remain a dream rather than a reality until such time as the nation, through its system of education and through the attitudes to language skills in the world of work, makes it clear to young people that learning to communicate in a foreign language is not icing on the educational cake, but rather a fundamental part of preparation for the adult world of work and leisure."

The lessons Europe can teach us

The impressive command of English that many continental Europeans display begins in their classrooms, but is greatly bolstered by favourable social attitudes towards learning a foreign language, the conference was told.

Mr David Peacock, a lecturer at St Martin's College of Higher Education, Lancaster, said he had detected two big differences between continental classrooms and those in the UK.

First, teachers of all subjects in Europe place a much greater emphasis on the spoken word in their lesson.

"Many mainland teachers seem to assume that the basic business of teaching any subject, not merely language, has to do with communication; has to do with the teacher talking to his pupils and with his pupils; has to do with his pupils talking to and with each other.

"How different is that from the average British classroom, where despite developments in pair work, group work and active tutorial work, pupils still spend most of their time writing and reading."

Second, confinental linguists use the language they are teaching for everyday communication in the classroom far more than their British counterparts.

Powerful external factors, notably the impact of pop culture, English language television and pressure from employers, are other reasons for the continentals' linguistic superiority, Mr Peacock said.

"Pick up any French, German, Austrian or Italian newspaper and read through the 'situations vacant' columns. There you will find time and time again an insistence that applicants for a wide range of occupations should have competence in at least one foreign language."

Examination of British newspapers would unearth no more than a dozen jobs demanding a foreign language.

"To the young Briton the message is clear: in this country you don't need foreign language skills to get on, so why bother spending time and effort to acquire them?"

Can you help me? . . . English is widely spoken abroad.

OU staff pledge 1% to fight cuts

by David Budge

Full-time staff at the Open University are responding to the institution's cash crisis by donating part of their salaries to the fighting fund that has been set up to finance the anti-cuts campaign.

Dr John Horlock, the vice-chancellor, has asked the 2,900 academics, technicians and administrative staff to contribute 1 per cent of their salaries to the fund during the next six months.

And within five days of his appeal being issued, £10,000 had been promised.

The university's 5,000 part-time tutors have also been invited to send donations, and £300 arrived the day after the request was made.

The money will help to cover the cost of printing and distributing a pamphlet that sets out the case against the cuts.

The Open University Students' Association is urging its members to donate to the fund and it is anticipated that the OU's 63,000 graduates will also be asked to contribute.

Last weekend, the OU's 60,000 undergraduates were given a blunt warning of the scale of the crisis.

Delegates to the OU Students' Association's annual conference at Warwick University were told that spending would have to be reduced by £13.5m – over the next three years as a result of Government cutbacks.

Mr David Grugeon, one of the university's pro-vice-chancellors, predicted that it would be impossible to make a cut of this magnitude without causing massive damage.

And he told the students: "We must say 'No Minister – you are going too deep and too far.'"

Mr Grugeon said the cuts would result in:

- a reduction of several thousand in the overall undergraduate numbers;
- resources for course production being slashed by one-third;
- increases in course fees that were substantially above the inflation rate:
- fewer services for students (for example, a cut in the number of home and telephone tutorials for disabled students); and
- staff reductions.

If the Government (which meets 77 per cent of the university's running costs) allowed this to happen it would be tragic, Mr Grugeon said, because the OU offered the most cost-effective form of higher education.

An OU graduate cost the country little more than half as much as a graduate at a conventional university. And the OU had made an important contribution to the economic regeneration of Britain.

In recent years, it had responded to the growing demand for maths, science and technology courses by reducing the proportion of arts places. As a result, there was now a 50/50 split between science and the arts.

Furthermore, 5,000 of the 13,700 students who took science courses in 1983 were women.

Mr Grugeon also pointed out that the OU had one of the largest management education schools in Western Europe and was due to launch a major science and technology updating programme with the aid of the Science and Engineering Research Council.

"Quite simply, our contribution to the industrial and commercial life of the country is outstanding," he said.

☐ Scientific experiments that involve live or freshly-killed animals should be phased out of OU courses, conference decided.

At least three OU biology courses require students to take part in experiments with freshly-killed frogs and rats. The work is carried out at summer school but no student is asked to be present when an animal is killed.

In the past, the OU has responded to students' complaints about animal experiments by pointing out that it is impossible to find synthetic membranes or tissue cultures which present all the properties of living organisms.

☐ One of the OU's computers clearly has a sence of humour. When the Northern Irish delegates arrived at the conference reception desk they discovered that they had all been allocated rooms in the same hall of residence . . . H block.

Budget rise urged for research

by Biddy Passmore

Research councils are being forced to turn down one in five applications for grants to carry out top quality research, a report from the Government's advisers on science policy says.

The Advisory Board for the Research Councils told Sir Keith Joseph, the Education Secretary, last year that an increase in the £500m science budget was "overdue and essential" the board were not to recommend withdrawal from some major fields of research. The Science and Engineering Research Council was particularly overstretched, it said.

The board argued for a £174m increase in spending on research grants over the three years 1984–85 to 1986–87 and more funds for priority areas such as the application of advanced technology to manufacturing, engineering and food and nutrition. Altogether, the proposals amounted to a plea for an extra £598m over the three-year period, a "relatively modest additional investment", the board said.

But Sir Keith, while recognizing the weight of the board's advice, stressed the Government's "over-riding need to keep public expenditure within previously announced cash totals" and suggested that more could be done to restructure research within the existing budget through greater efficiency.

All he was able to extract from the Treasury colleagues was an extra £6m in 1984–85 and £8m and £7m respectively in the following two years, to meet the increased cost of international subscriptions and £500,000 each year to help with restructuring costs.

The board's advice and Sir Keith's response are reprinted in a report called *Scientific Opportunities and the Science Budget 1983*, published with the Education Secretary's permission. The report also contains the ABRCS "1983 Forward Look" which gave Sir Keith advice on the allocation of the science budget which he accepted.

The "Forward Look" said the volume of resources available for basic research had fallen substantially in real terms, both because money within the science budget had increasingly to be spent on items like premature retirement compensation and because university research had been cut by more than 11 per cent.

It said money was now so tight that it was necessary to consider withdrawing from a major area of research and singled out with great reluctance high energy particle physics. That work is concentrated at CERN in Geneva, and the board said one possible long term option was to advise the Government to withdraw from the CERN convention.

Scientific Opportunities and the Science Budget 1983, available from Publications Despatch Centre, DES, Canons Park, Middlesex.

Regions still differ on comprehensives

Only three regions of Great Britain – the South East, South West and North West of England – have less than 90 per cent of their public sector secondary pupils in comprehensive schools, the new edition of *Regional Trends* shows.

All state secondary pupils in Scotland attend comprehensive schools and virtually all in the North of England. But there are no comprehensive systems in Northern Ireland.

Another difference brought out by the figures, which relate to January 1982, is the wide variation in attendance at independent schools: only 2 per cent of all pupils in Scotland and Wales, against 6 per cent in England and 12.5 per cent in Northern Ireland.

Within England, independent schools are concentrated in the South. Nine per cent of all pupils go to them in the South East compared with only 3 per cent in the North and Yorkshire and Humberside.

Nursery provision is most generous in Wales, where two-thirds of three and four-year-olds are in education, and least generous in the South East and South West of England and in East Anglia, where it covers one-third or less of the age group.

But those three regions of England have the highest rates of provision of day care places, with 232 places per thousand children under five in the South West, 212 in the South East and 199 in East Anglia.

The pupil-teacher ratio is most favourable in Scotland, where there is one teacher for every 20 primary pupils and 14 secondary pupils. The worst pupil-teacher ratios are found in the South West, where there are 24 pupils per teacher in primary schools and 17 in secondary.

In England, more than half of the 16-year-olds stayed on in education in 1981–82, but once again there were marked variations from one region to another. Only 46 per cent stayed on in East Anglia, compared with 57 per cent in the North West. And the North West also had the highest proportion of the 16 to 18 age group going on to higher education – 3.8 per cent, nearly twice the figure for East Anglia.

The middle-class South East had the highest proportion of pupils staying on at school (31.9 per cent) but the lowest proportion going into non-advanced further education (21.5 per cent).

About one in ten school-leavers had three or more A level passes in England, Wales and Northern Ireland in 1981–82 (Scotland has a different exam system). Pupils in Northern Ireland and the South East did best.

At the other end of the scale, 46 per cent of school-leavers in England, Wales and Northern Ireland had either no graded results or only lower grade O levels (formerly classified as "fail"). That figure rose to 50 per cent or more in Yorkshire, Humberside and the East Midlands but dropped to 41 per cent in the South West.

Regional Trends, 1984 edition, available from HMSO price £18.50 net.

Professor speaks out for sex equality

by Hilary Wilce

Universities should be taken to court under the sex discrimination legislation if they do not make progress to overcome their "appalling" record in hiring and promoting women staff, a vice-chancellor said last week.

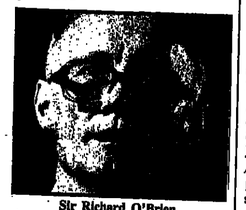
Professor John Ashworth, vice-chancellor of Salford University, told a conference on women's education and training, held in London, that he stood alone in believing this.

"The Government doesn't like it, and the other vice-chancellors don't like it, but it is something that has been successful in America, and I certainly think the universities should be threatened with it."

There were a number of ways universities could encourage girls to move into science and engineering, Professor Ashworth said. Much more pastoral care should be offered to girls, "especially in universities like Salford, where for most students their first night at university is also the first night under a roof that does not also shelter their parents."

Pastoral care for girls tended to devolve onto women staff members, he said. "But in my experience successful women are not particularly patient with those girls trying to emulate them."

To deal with such problems at Salford, he had been searching for an Anglican deaconess to become university chaplain for the past two years, but he was now in trouble with the Church and would shortly have to appoint a man, he said.



Sir Richard O'Brien

Other ways universities could help were by offering girls special scholarships, and by running short taster courses for sixth-formers thinking of taking up science and engineering.

Such courses were a useful way that girls could find out they were not freaks if they wanted to study engineering, he said, and he deplored the decision of the Engineering Industry Training Board to cut back funding for its well-known Insight courses.

Sir Richard O'Brien, chairman of the EITB, speaking after Professor Ashworth, said he also regretted the board's decision to trim funds in this area, but at one time the whole Insight programme had been under threat. "Luckily that seems to have been permanently averted."

He warned the audience of educationists, trainers, industrialists and representatives of voluntary bodies, that all current efforts to persuade girls into science and engineering would be wasted unless a way of coping with the "career gap" could be worked out.

"You must make a decision in detail, not at the level of rhetoric, on a means by which women in industry and commerce can pursue the kind of in/out pattern that women doctors can pursue. A solution to that problem would immediately transform the prospects of millions of women."

Sir Richard said that in many ways the labour market was moving in favour of women. High tech jobs were increasing, working hours were growing more flexible, industry was becoming more widely located, and working from home – via computer terminals – was becoming more widespread.

Mr Tom King, Secretary of State for Employment, told the conference, which was organized by the Women's National Commission, a government advisory committee, that the Government was helping to increase opportunities for girls and women through the Technical and Vocational Education Initiative, through the Youth Training Scheme and through distance learning schemes such as the Open Tech.

Warning on pupil betting

More teenagers may be lured towards compulsive gambling if the law is changed to allow them to serve in licensed betting shops, the National Council on Gambling has warned.

The number of school-aged punters would increase once the doors had been opened to employees under 18 years old, the NGC says. Some schoolchildren already flout the law prohibiting under-age betting, it points out, and more would do so if a Private Member's Bill, which has reached the committee stage in the Commons, were to become law.

The Specified Premises (Improvement) Bill calls for 16 and 17-year-olds to be employed in licensed betting shops, and for television and refreshments to be introduced. But the NCG say these combined factors could stimulate precocious gambling.

According to the NCG, teenagers already number among the "pathological gamblers" who require professional help to cure them of their addiction to the pastime.

What's the matter with kids today?

Nick Wood meets John Balding (above) who has masterminded a project to profile the habits and interests of the modern British youngster

An old lady knocked down and robbed in the street . . . teenage girls moving through high street stores like a plague of locusts . . . running fights on the football terraces . . . teachers routinely abused and sometimes assaulted.

What's the matter with kids today? There cannot be a staffroom in the country where this question, culled from a popular song of not so long ago, is not the subject of baffled debate.

Some, reeling from yet another encounter with an inattentive and surly set of adolescents, blame long hours in front of the box. Others seize on press headlines and assert that their class's failure to appreciate the finer points of Shakespeare's sonnets is the result of the brutalizing effects of the latest wave of video nasties.

Of course, not all Cassandras are satisfied with such mechanistic answers. For them the nihilism of today's youth is the product of a swift and catastrophic collapse in the authority of Church, State and family which has abandoned them to a moral desert where there is no right or wrong.

Others dismiss this as reactionary nonsense and point to the bleak landscape of the dole or dead-end jobs which confronts many children when they leave school.

One thing is certain. There is no shortage of theories about why young people frequently dismay and distress their elders. Rather less plentiful is the evidence to base them on.

All of which comes as no surprise to Mr John Balding, a biology lecturer at Exeter University's school of education, and, more pertinently, the man behind a remarkable new venture to map the private lives of Britain's youngsters.

Mr Balding is director of Exeter's schools' health education unit which has recently been given a grant of £271,000 by the Health Education Council to expand its work, which has already led to the creation of a computerized data bank containing some fascinating insights into the attitudes and behaviour of around 32,000 teenagers from over 170 schools.

For some today's youth is the product of a swift and catastrophic collapse of the authority of Church, state and family

The unit's prime function is to give schools hard information on which to base their own health education courses. Its chief tool is a 52-item questionnaire for pupils which covers the full gamut of teenage activity from what they had for breakfast (cornflakes even today) to how often they take a bath and when and where they had their last pint of lager.

The respondents are not asked to identify themselves and data from individual schools is kept fully confidential. Pupils complete the questionnaires at school and these are then returned to the unit for analysis. Results are fed back to the teachers responsible and stored on the university computer.

Mr Balding, a laconic 49-year-old with a self-deprecating manner, says the questionnaire arose out of his belief that teachers based their health education lessons on "fantasies" about the way young people behave.

"They'd see the excessive behaviour of a few kids splashed all over the papers and base their courses for all normal kids on these fantasies.

"I thought if they were more reliably informed about the way kids were behaving they would take a more realistic approach to them in the classroom."

He recalls a visit to a nearby comprehensive where all the pupils were to fill in the questionnaire. The deputy head was wringing her hands. The school had a "dreadful drink problem": a 14-year-old girl had just been found in the cloakroom with a carrier bag bulging with bottles of gin, vodka, sherry and Martini – birthday presents from her mother – and every lunchtime children were to be seen sitting outside a local pub.

But the survey told a different story. The so-called drink problem turned out to be "nothing like as bad as they thought", information that changed the school's whole approach to teaching about alcohol.

The unit's main job remains the supply of the questionnaire to schools and the processing of the results, but it has been the launch of *Education and Health*, its twice-termly journal, that has pushed it, somewhat reluctantly, into the limelight.

Under the editorship of Mr James Muirden, aged 41, one-time telescope-maker and writer on astronomy, who joined the unit after finishing a BEd course at Exeter, it has already provided some intriguing glimpses of what youngsters get up to once they're away from the classroom.

For instance, the modern schoolboy bears little resemblance to the sweaty urchins immortalized in Richmal Compton's *William* series. One in two 13-year-olds uses a personal deodorant and takes a bath or shower two or three times a week. One boy in 10 hops in the tub every day.

The journal has published figures showing that teachers are just about the last people children turn to for advice on sex. It has also reported unlikely innovations such as lunchtime slimming clubs (for pupils, not staff).

More controversially, it has succumbed to the forgivable temptation to correlate some of its findings, most notably in one article that confirmed the tearaway image of the teenage motorcyclist. Unlike their safety first classmates, they don't do their homework.

This point is picked up by Mrs Patsy Hollins, a former teacher who works on the design and interpretation of the questionnaires. "Because of the data we've got we can come up with some amazing correlations by putting things side by side. We joke about Muesli people who take vitamin tablets, do lots of homework and read *The Times*. In the end it gets ridiculous."

But such insights are just the tip of the iceberg of data slumbering in the university computer. The unit's next task is to bring it to the surface – the Mayfly project.

Replies to the questionnaires from 1,237 fourth formers at 15 schools across the country are to be brought together for the first time in a handbook for teachers intended to help them interpret the results of surveys carried out at their own schools.

The subject matter covered by the questionnaire is highly sensitive . . . data from individual schools is kept under wraps

Some results are available already and they make grim reading for anyone with a stake in the tobacco industry. Previous surveys have shown that between a quarter and a third of children are regular smokers by the age of 15; Mayfly says this is a significant over-estimate. According to its figures, only 15 per cent of boys and 19 per cent of girls are smoking regularly and more than half of both groups say they want to stop.

Less encouraging is the data on homework. One fourth-form boy in two among the 600-strong sample said he had done no prep the night before being questioned. The figure for girls was one in three. Only around one child in 10 does more than two hours' homework a night.

But the rest of the picture, including highly topical figures on the hours youngsters spend watching videos and playing computer games, must await Mayfly's publication later this year.

Of course, the subject matter covered by the questionnaire is highly sensitive, which is why data from individual schools is kept under wraps; both Balding and Muirden recall with a shudder the day Thames Television rang and demanded the name of the comprehensive where small boys plastered themselves with Old Spice.

All the same, it could probe more deeply, asking pupils, for instance, about their sex lives, use of contraceptives and experience of drugs. The fact that it doesn't (yet) is explained by Mr Balding's softly, softly approach.

When he first drew up the questionnaire, he sent a draft to heads and deputies of local secondary schools and invited them to cross out any question that they thought might cause problems.

It is the expurgated version that survives. Out went "all the questions on vandalism, all the questions on shoplifting and all the juiciest ones on sex".

But that was three years ago. Mr Balding believes that he is on the way to winning the trust and confidence of schools that will allow him to go further and introduce specialist surveys on taboo subjects. Schools would then be free to try such "hot potatoes" knowing that the results would be treated responsibly.

"If I'd stuck out for the sex questions in the first place, I would not be doing this work now," he says.

This cautious approach is reflected in another part of the unit's work – the health topics questionnaire for teachers, parents and pupils which has been developed for secondary schools and is now being extended into the primary sector.

Again this is a curriculum planning tool with the accent firmly on winning parental support for the teaching of potentially explosive material.

Just a Tick, the survey for the 8 to 12 age group, consists of 43 topics covering personal and social development. All human life is here as they range from the sublime to the mildly ridiculous: human reproduction; care of feet; smoking; mugging; separation from parents; understanding people of different race or religion; swearing; death and bereavement; and care of pets.

The three groups are each asked to rate the importance of classroom coverage of the topics listed. So far eight schools – two in London and six in Exeter – have used it, getting response rates from parents between 80 and 100 per cent.

Karen Redman and Theresa Code, two more ex-teachers who run this part of the unit's work, say it has already had some valuable effects, most notably in bringing parents into closer involvement with the school and providing an outlet for the views of the majority of parents whose opinions are often swamped by an articulate and vociferous minority.

School staffs as a whole have also been helped to think more deeply about how they should approach such topics, they add.

Not surprisingly, the three groups surveyed have conflicting views about which items should make up a primary school course. While the children thought care of pets was all important and said that they didn't want to be taught about the scamy side of life – swearing, bullying and vandalism – parents and teachers stressed worthier subjects such as road safety, honesty and human reproduction.

But parents and teachers don't always agree. While schools wanted to play down drugs and glue-sniffing and mugging, parents wanted them discussed at school.

By now it is clear that the scope of the work under way at Exeter goes far beyond the earnest nannying sometimes seen as typifying health education. John Balding is the first to agree: "For me health education is about personal and social development rather than making people healthy. We smoke, we drink, we sniff glue and we eat badly as a by-product of who we are. It is the 'who we are' we are working at here. You could say: 'That's not health education' – it's education.' I agree."

NEWS

Northern Ireland considers changes to its secondary system

Ulster at odds on comprehensives

by Mary Kelly

The Irish National Teachers' Organization has called for a concerted campaign among Northern Ireland's teachers' unions for a comprehensive education system.

The union recently passed a motion calling for an end to the 11-plus exam and rejection of the Northern Ireland Department of Education's proposals to abandon intake controls to secondary schools.

Mr Des Rainey of the union's Northern committee said the selection system was "indefensibly divisive and educationally unsound". The union believed there was no acceptable system of selection.

INTO has consistently opposed selection which, with the exception of a few areas, is uniform throughout Northern Ireland. It is supported by the Ulster Teachers' Union which says there is widespread coaching in verbal reasoning tests which distorts the primary school curriculum and puts pressure on teachers and pupils.

A further criticism is that it causes an unwarranted sense of failure among three-quarters of the age group and is not an efficient way to predict a child's future capability and achievement.

But Northern Ireland's biggest union, the National Association of Schoolmasters/Union of Women Teachers, says it is not opposed to a comprehensive system, but does not want to get drawn into "political arguments".

It adds, however, that there is no real evidence to suggest widespread public support for the abolition of the selective system.

This view is shared by the Department of Education which says that any proposal from an education authority for reorganization on a non-selective basis would be considered on its merits.

The difficulty certainly lies in determining demand. Various headteacher organizations and Belfast City Council have come out against selection. The Association of Northern Ireland Library Boards has also expressed reservations about it.

And recently the Equal Opportunities Commission for Northern Ireland joined the debate by arguing that the present system of marking boys and girls separately discriminated against girls and was illegal.

But what the general public feel about it is hard to assess. Mr Robert Crone of the Association for Comprehensive Education says one reason why there has not been much apparent demand for a change is that those who are the most vocal on education issues are grammar school products or have children who go to grammar schools.

Another factor is the continued existence of places for fee-payers in grammar schools, which has always managed to keep middle-class parents happy.

At present the top 20 per cent of pupils are awarded an A grade which entitles them to a grammar school place, the next 10 per cent of grade Ms may be eligible for a non-fee paying place if selected by a grammar school while the remainder of G grades may be accepted if they pay fees.

The comprehensive lobby also argue that the notion of "parental choice" within a selective system, with multi-authority provision and religious demarcation is a myth. Most grammar school places are provided in voluntary grammar schools where the autonomy is considerable, so entry to these schools is ultimately by their authority and not necessarily by parental choice.

The unions and other bodies have continued to operate the transfer procedure. But the Department of Education's latest proposals to abandon intake controls to secondary intermediate and grammar schools, and change the grading system has stirred up opposition and called into question the entire basis of the examination.

The Department proposes to increase the number of grade As from 20 per cent to 25 per cent with grade Ms reduced to 5 per cent. The number of M grades and fee-payers taken together to be admitted to grammar schools should not exceed 10 per cent of the total number of first parental preferences. Fixed intake quotas would be abandoned and maximum enrolments would be expressed in terms of form entry.

Opponents of selection now claim that the Department is playing a "numbers game" at a time of a decline in the birth rate, to secure the right to dig deeper into the barrel to maintain the size of grammar enrolments.

The Ulster Teachers' Union has already hinted that it may refuse to implement the transfer procedure if the quotas are abandoned.

A plea to Sir Keith

Sir Keith Joseph, the Education Secretary, has refused to meet a delegation of school governors and parents' associations from Northumberland high schools to discuss cuts in education spending.

Sir Keith's schedule was too busy to fit in such a meeting, according to the Department of Education and Science in a letter to Mr Everitt Hart, chairman of governors at Ashington High School. He had written on behalf of the governors of all 16 high schools in the county.

Mr Hart said he would write again to Sir Keith urging him to reconsider in view of the Government's "much publicized intention" to make the education process more open to parents and governors. He added that the reply from the DES had said that the department had mislaid the governors' original letter – and was in response to a reminder.

In their original letter, the governors expressed "great disquiet" that current Government policies in reducing the rate support grant were leading to a lack of funds for school maintenance and a complete ban on interior decoration in schools. "This has an increasingly bad effect on the morale of the schools community" they added.

Shakespeare theatre fears final curtain

by Richard Garner

Children have been flocking to a former church in inner London at the rate of 40,000 to 50,000 a year to watch top-flight performers help them with their Shakespeare O and A level texts.

But now the drama project in the church – converted into an Elizabethan theatre through the efforts of Shakespearian actor George Murcell – is being threatened with closure because of the proposed abolition of its biggest sponsor, the Greater London Council.

St George's Theatre in Tufnell Park Road, Islington receives £55,000 a year at present from the GLC – and, if no one comes forward to match this amount once the authority is abolished, it would have to close.

The theatre has a dual function: during the evening it puts on full-length productions for adult Shakespeare buffs, and three days a week it runs a day-time workshop for schools.

Because of the audience mix of adults and schoolchildren, the theatre has been able to attract actors and actresses of the calibre of Eric Porter, Sarah Miles, Alan Badel and Moira Redmond.

Schools throughout the country have attended performances in the Victorian church, even from as far away as Jersey where one school chartered a flight for a day trip as part of their studies.

"The GLC has always expressed an interest in the project, particularly in its scholastic side – and that appealed to me as well," Mr Murcell said.

"I could remember from my early days the school matinees. All the students in their final year at the Royal Academy of Dramatic Art and places like that would put on performances at the Hackney Empire and in Strentham – all for schoolchildren and costing sixpence."

In the morning, the cast take part in a Shakespearian workshop with the children – during which they help to explain the text and even involve the children to the extent of getting them to come on stage and act sequences from the plays with them.

Then, in the afternoon, visiting schools are given a full performance. At present it is presenting *Twelfth Night* and the *Merchant of Venice* – in addition to giving A level workshops in *Othello* and *Anthony and Cleopatra*.

About half of the schools that come to the theatre are from the greater London area – but they have attracted visitors from the Home Counties, Wales, Liverpool and Southampton.

"There's a general agreement among the teachers that the visit has been of benefit and schools keep coming back again and again, year after year," Mr Murcell said. "We have study packs of the Shakespearian plays available here – sponsored by the oil company, BP.

"We never get any help from the Government or the Arts Council, though. The Department of Education and Science sends us back to the Arts Council – as does the Department of the Environment.

"The Arts Council say they're cutting back on financing London projects and concentrating on the regions – but our audiences are regional. They come from all over the place.

"We need £2 subsidy per seat. We meet price resistance if we go above the present level of £3.50 – so if we don't pick up some money from the Government we will have to close."

The theatre has approached local education authorities to help it with its work – but has found that the stringent financial restrictions facing local authorities have made them unwilling to help out financially.

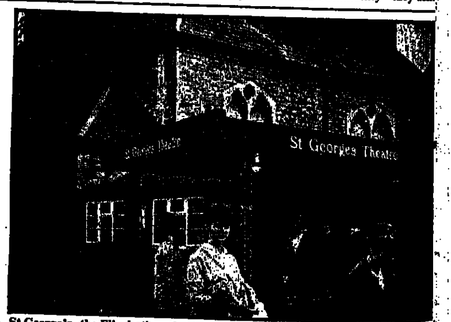
However, it has joined with other theatres in London in a new venture which is at present being discussed with the GLC and the Inner London Education Authority.

Under the plan, a group of theatres – like the Shaw Theatre in Camden Town, the Greenwich Theatre, and the Young Vic – would mount a co-ordinated programme of plays which are being studied by schools for examinations. The programme would obviously include Shakespeare, and take in works by George Bernard Shaw, Noel Coward and Harold Pinter or any other playwright whose works are being studied by examination classes.

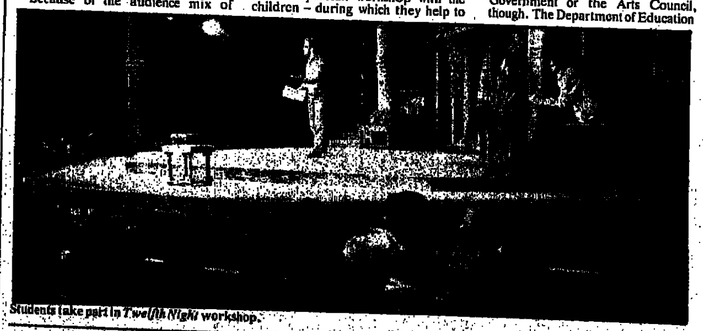
"Our proposals have been put to the GLC and the ILEA – and both of them seem to think it would be a good idea," he said. "We would hope to get it moving way in the autumn – but it is very much tied up with their future."

For many of the youngsters who visit the theatre, it is their first taste of Shakespeare – and Mr Murcell hopes that the experience of the theatre outing might tempt them into becoming theatre-goers in adult life.

"We get between 40,000 and 50,000 children coming here a year," he said, "and I would challenge any theatre to do better than that for education."



St George's, the Elizabethan theatre in a Victorian church (above). Right: Mr George Murcell, the founder.



Students take part in *Twelfth Night* workshop.

Researchers set out records policy

Each school should set up its own validation and accreditation framework for school-leavers' records of achievement, according to researchers at the North East London Polytechnic. They say this would give records national currency.

The authors, Tyrrell Burgess and Elizabeth Adams, make their proposals in a response to the draft policy statement on records of achievement (TES, 9 November) by Sir Keith Joseph, the Education Secretary.

They suggest that the governing body of each school should set up a validating board for the programmes created by the school for the last two years of compulsory schooling. The board would include governors who were parents, teachers and local authority representatives as well as people from industry, commerce and higher education.

Accreditation of the records on the other hand, should lie in professional hands, they argue. Each school's accrediting board would include inspectors and teachers and would act in the manner of external examiners, to guarantee the objectivity of the procedures used to produce records and the reliability of what was recorded.

Records of Achievement for School Leavers: an institutional framework, Tyrrell Burgess and Elizabeth Adams, Working Papers on Institutions No 5, North East London Polytechnic, £2.

SPORT

Bert Lodge reports on one of school rugby's major events and the man who has run it for 17 years, Derek Tanner (pictured left)

Sevens up yet again for the adjutant

Pictures by Martin Mayer

Seven-a-side rugby can be likened to songs from the shows, gems from Shakespeare, highlights of the opera.

For, out goes the grunting, heaving, mauling, booting it over the stand – all the unleavened prose of the 15-a-side game. And in comes the poetry of swerve and sidestep, dummy and feint, reverse and scissors. Only a few minutes each way, magic, lung-bursting and only for the very fit.

In short, it's tailor-made for gifted schoolboys in congenial end-of-the-season weather. And no better place to see it than this week at the Rosslyn Park National Schoolboy Sevens.

By 7 o'clock tonight 2,500 boys in 252 teams will, in the past four days, have played 540 games, seven minutes each way at the rate of 18 an hour on a handful of pitches in south London.

The 46th annual event will be over, and providing the sun and the March breezes have kept those fields a little bit dry, Derek Tanner will be feeling quietly satisfied.

He is only the third person to run the event since it began just before the Second World War. They were called the Public Schools Sevens then and if that sounds exclusive, well, they were. It was simply the Rosslyn Park players who grouped themselves into regionally-named teams according to where they had been to school. Taunton or Clifton, say, would be in the South West group and Rossall or Stoneyhurst in the North West. (It shows how long the class origins of the game lingered.)

Eventually the emphasis shifted to boys actually at school and had grown to 16 competing schools though all matches still took place on one day.

Derek Tanner says: "When I took over in 1967 the number had grown to 66. And the first thing I did was to announce I was going 'open' – dropping 'public school' from the title. I wanted to bring in the grammar schools."

But wasn't there opposition? "No. I never brook opposition. I just told 'em." The self-assurance, the unashamed autocracy . . . you look at Tanner with renewed interest.

Still running a business, an unbelievable 71, over 6ft with a back that's pace-stick straight, full head of hair and though the cropped moustache of the former artillery adjutant and brigade major is well silvered now you have no difficulty picturing him any morning in '44 getting A, B and C batteries across the Rhine under heavy fire while his toast was browning.

He went "open" because of the quality of schools – such as Manchester Grammar or King Henry's at Coventry or Southampton – asking to come in. "The problem now is to keep numbers down. I get 300-400 schools a year applying."

A problem that came with the wider entry was the bleak prospect of going out in the first round after only a few minutes rugby having travelled all the way from Edinburgh or the Isle of Man.

And the grammar schools brought another problem. While many of the public schools played the game only in the first term followed by hockey until Easter, the grammars kept at it for two full terms. Their advantage was formidable.

So Tanner broke down the event into an "open" tournament for two-term schools and a "festival" for the one-term. And every competing side is now guaranteed at least four games. Separate sections for the prep schools and the junior sides of big schools inevitably followed and by 1973 the original one-day event had spread to four days.

But even now very little seeding takes place although Tanner, who does the draw himself early in the season, makes sure last year's finalists are in different halves of the draw. He also mixes them up a bit regionally and is gratified to see in subsequent seasons how schools who have faced each other in the sevens finish up playing fixtures regularly.

One worry left, though: and it concerns those schools who, with a near-professional single-mindedness set out their stall way back in the autumn to win the Rosslyn Park Sevens. "I don't want the same school to win every year, so one thing we do stipulate is that no school shall play in more than three sevens competitions before ours."

Even so, he confesses to being a little concerned at the approach of the fabulous and expensive Millfield at the moment. "They come to win all right. But the idea is to enjoy playing. The secret is to have a quiet word with these people. I'll be seeing their chap next week." The adjutant had spoken.

But what of the sheer logistics of it all? "My committee is composed of 12 to 14 people each with a specific job. We meet only three times a year and then for not more than 90 minutes each time. We use six pitches on Wimbledon Common and my ground manager there is my youngest son. The rest is at Rosslyn Park where the ground manager is my eldest son. As for the trensurer of the tournament, he and I were at Marlborough together."

Referees are no problem. The London Society of Referees provides 80 and if more were needed they would be there. "They volunteer from as far away as Liverpool or the Channel Islands," says Derek Tanner. "They like the occasion as one of the rare chances to get together, other than at official meetings."

Sponsorship was attracted from both Lillywhite's and the Midland Bank and got Tanner into trouble because in those days it was forbidden by the Rugby Football Union. Only "financial assistance" was allowable. Nowadays the backing comes from Tandem Computers who get a bit of self-advertisement from the VDU screen they set up in the Rosslyn Park clubhouse and which flashes results as they are arrived at from distant Wimbledon.

There on the common, caravans are towed into place to act as changing rooms and helpers talk to each other through radio handsets. Altogether about 100 people are involved in the week and nobody gets paid.

At a time when the game is being urged, from some impatient quarters, to become more professional this devoted amateurism raises a question. What would happen to this spirit if players, anywhere in the game, started to be paid? Particularly, who would replace the Derek Tanners of the amateur sport world?

Despite his age he is still putting in a full day at the paper and board merchants in Kent where he is chairman and managing director ("I've retired several times"). Women in his employ know that part of their job is helping with the sevens. He and they spend about three months of their year working towards the event. "The thousands it must have cost this firm . . ."

He shakes his head and then adds: "It frightens me. Who will take it on after me? I'd like to think that one of my sons will be interested."

Another pair of hands willing to catch the torch when it is finally flung is a tradition in the administration of amateur sport. There will be fewer hands upraised if professionalism arrives. Then the Rosslyn Park National Schoolboy Sevens will need financial assistance.

Keeping one jump ahead of the class

The Welsh challenge . . . to learn and teach it at the same time

Ken Stone and his home-made language laboratory

by John Hibbs
education correspondent
of *The Western Mail*

On his own admission Ken Stone can barely speak a word of Welsh. Yet he is responsible for teaching it for at least five lessons a week to the top class of the village school at Coity, near Bridgend.

His own solution to the problem was to rig up a home-made language laboratory out of plywood and spare head-sets so that his pupils acquired their oral skills from a tape recorder. And he invited a Welsh-speaking colleague from the adjoining infants' school into the class for occasional conversation practice.

Mr Stone's dilemma, which he appears to have resolved successfully, is by no means an unusual one, however. Last month HM Inspectors disclosed that hundreds of teachers of Welsh in the primary schools of Wales's biggest county could speak the language no better than Mr Stone.

Of more than 1,000 teachers of Welsh in Mid-Glamorgan's English-medium schools, one third were neither native speakers nor fluent Welsh learners.

Only 40 per cent of the rest had a qualification in the subject. And although the majority of the non-speakers had either expressed a desire to learn or were actually on courses to that end, this still left 112 without any personal commitment to the language – but teaching it every day.

The HMIs commended the readiness of many teachers to face the challenge, but gave a warning that reliance on the formal course was so heavy that large numbers of children were never encouraged to apply what they had learned outside its confines.

Mid-Glamorgan's own inspectorate is sanguine about the clear implication that teachers of Welsh are failing at their task. The Welsh adviser, Mr John Albert Evans, argues that the county is actually the victim of its own success.

Ten years ago the problem was that far too few children were getting any Welsh lessons at all. Now only 30 schools out of more than 300 – and all bar six of them nursery or infant – have no timetabled Welsh.

"In the past we have taken it for granted that if qualified teachers are Welsh-speaking, that will make them effective Welsh teachers," Mr Evans said. "My attitude now is, give me good teachers and I will train them to be good Welsh teachers as well. We have so many learners that for every Welsh-speaking teacher who is unwilling to teach the language, there is a non-Welsh speaker who is prepared to have a go."

This strategy is in part made possible by the existence of *Cymraeg Y Blant*, or "Welsh for children", a six-part tape and textbook series developed for schools by the National Language Unit almost a decade ago and now widely used in English-speaking Wales.

Meirion Hughes, head of Cwmbach

Ken Stone . . . dilemma resolved

junior, Aberdare, reckons the course provides enough oral training for the beginner while allowing the diligent teacher who has done his or her homework to keep one step ahead of the class.

Mr Hughes spoke no English until the age of five, yet had to relearn Welsh as an adult and even now, although reading and understanding the language, is not a fluent speaker. But he believes this is an advantage since it enables him better to appreciate the difficulties facing his pupils at the most basic language levels – where only established patterns of speech and simple question-and-answer routines are required – far more easily than a native Welsh speaker might.

"I do not think one can generalize about how successful non-Welsh-speakers are because no two teachers tackle it the same way. In my case I have the added advantage of a Welsh background but the person with a completely English background who was in effect learning a foreign language could still be successful because they put the time into it and communicated their enthusiasm to the children."

Despite the handicaps facing teachers, pro-Welsh policies such as that adopted by Mid-Glamorgan appear to be succeeding. The 1981 census shows, for the first time this century, an increase in Welsh-speaking among the young – almost compensating for the continued decline in every other age group.

Some 13 per cent of infants, 18 per cent of primary age pupils, and 17 per cent of other under-14s were classified as fluent.

No one disputes that the bilingual schools – those set up in South Wales with Welsh as the medium of instruction – have made the running in this advance, though the role of the English-medium schools has been questioned.

Some researchers claim that the much-heralded Welsh revival actually disguises a decline in Welsh-speaking, both in the traditional heartland, under threat from English immigration, and the ordinary schools, under threat from the very existence of the Welsh-medium sector.

The HMIs' analysis of staffing for Welsh in Mid-Glamorgan might look very different if it included the 17 Welsh-medium primary schools and six bilingual units attached to ordinary schools, which have creamed off many of the native Welsh-speaking teachers.

But whether that would help the linguistic skills of most children is a different matter. The Inspectors refer in passing to the problem some Welsh-speaking teachers face in trying to teach their native tongue as a second language.

Everyone agrees that a bilingual environment from the nursery on is the best way of nurturing the language, but not everyone either wants that for their children or can have it in practice.

For the moment, the future of Welsh in the English-medium sector rests with HMIs' call for more in-service training – only 12 per cent of the Mid-Glamorgan primary teaching force have been on methodology courses for Welsh teachers in the past three years, despite the numbers opting to learn Welsh for themselves.

Ten years ago few children received any Welsh lessons

NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENTS

Peter Hore (above) deputy head at Ernest Bevin School, Tooting, to be head of Eltham Green School, south London.

Anne Rumney (above) deputy head of Felpham comprehensive school, Bognor Regis, to be head of Sydenham Girls' School, south London.

Angela Chapman, deputy head at Newcastle Upon Tyne Church High School, to be head of Central Newcastle High School from next January.

Ian Elliott, housemaster at Trent College, to be head of the Rossall junior school.

ADMINISTRATIVE APPOINTMENTS

Madhu Anjali to be assistant education officer for multicultural education for Berkshire County Council.

Graham Thomson to be director of industrial liaison at the University of Dundee.

Tom Clements to be deputy chairman of the Construction Industry Training Board.

Farrukh Dhondy to be the new Channel 4 commissioning editor for multicultural programmes.

Olivia Dix to be director of Oxford House, in London's East End, founded 100 years ago by Keble College, Oxford, as part of the University Settlement movement.

CONFERENCES...

April 5
Ensuring Quality in YTS: one-day conference of the Upper Thames Regional Group of the British Association for Commercial and Industrial Education at the Open University Southern Regional Office, Foxcombe Hall, Boars Hill, Oxford. Chairman: Peter Edwards, Berkshire's Director of Education. Details from the Principal's Office, West Oxfordshire Technical College, Holloway Road, Witney, Oxon OX8 7EE.

April 17–19
The Education Institute of Design, Craft and Technology annual conference on *The Microelectronics Education Programme in relation to CDT* will be held at Lady Spencer Churchill College, Oxford. Details from the General Secretary, EIDCT, 24 Elm Road, Kingswood, Bristol BS15 2ST.

April 24–27
National Council for Special Education conference on *New Frontiers* at Nene College, Northampton. Speakers include Professor Peter Mittler, Dr Roy McConkey and Mr Freddie Green, HMI. Details from the conference secretary, Mrs M Major, Nene College, Moulton Park, Northampton NN2 7AL.

April 27–28
National Association of Teachers in Further and Higher Education conference on *Penal Education* at Stoke Rochford Hall, near Grantham, Lincs. Speakers: Mr Alan Watkin, Mr Terry Platt and Mr Christopher Price. Fee £50 members, £60 non-members. Details from Ms Lesley Edwards, Conference Secretary, NATFHE, Hamilton House, Mabledon Place, London WC1H 9BH.

April 28–29
The 1984 Association for Industrial Archaeology Conference (Education Group) will be held at the Gurney-Dixon Centre, Pennington, Lymington. The theme is "Industrial Archaeology as a Learning Resource" and the conference will look at ways in which industrial archaeology may be incorporated into the curriculum. Anyone interested is welcome. Booking details from Dr Edwin Course, Department of Adult Education, The University, Southampton, Hants SO9 5NH, or Mr Geoffrey Starmer, Education Dept, Northampton House, Northampton NN1 2HX.

EVENTS...

April 3, 4, 5
The Royal Institution Salters' Lecture for fourth forms on *Chemistry in the Real World* will be given by Professor John Cadogan at 5.30 pm. Details from the Secretary (Lectures), The Royal Institution, 21 Albemarle Street, London W1X 4BS.

April 13–16
The Midland Centre for Music in Schools is holding a teachers' course on *Extended electro-acoustic techniques and micro-computer applications to the music curriculum* at Birmingham Polytechnic. It includes lectures, demonstrations and practical workshop sessions on the educational contribution of electronic and microprocessor based instruments (including micro-computers). Details from Jane Crawford, Director, MCMS, Faculty of Education and Teacher Training, Birmingham Polytechnic, Westbourne Road, Birmingham B15 3TN.

Anniversary
Bulmershe College of Higher Education is celebrating its 20th anniversary during the academic year 1984–85. Special events and exhibitions will be organized culminating in a reunion weekend in March 1985. Former staff and students are asked to contact Brian Palmer, deputy principal, Bulmershe College of HE, Earley, Reading RG6 1HY, for further details.

COMPETITIONS...

The BP Buildarobot challenges schools to either design and construct a freestyle robot to perform a useful domestic task and/or a robot butler to serve a drink to each of two people seated in a room. Competitors must be under 19 years on August 31st. Details from Frances Parker, Room 0408, BP Oil Ltd., Victoria Street, London SW1.

RECENT PUBLICATIONS...

The latest *List of University Institutions in the Commonwealth* has been published by the Association of Commonwealth Universities. It gives addresses and names of executive heads and registrars of over 300 Commonwealth institutions. To obtain single copies, which are free, please send a stamped addressed foolscap envelope, or two international reply coupons to the ACU, John Foster House, 36 Gordon Square, London WC1H 0PF.

The 1984 Jordanhill Catalogue of primary and secondary classroom resources prepared by the College of Education, including video, tape-slide sets and computer software is available from Robin Frame, Jordanhill College of Education, 76 Southbrae Drive, Glasgow G13 1PP. It contains items of particular interest to Scottish schools.

The Department of Education and Science booklet *Choosing at 16* has been reprinted. It provides basic information for 16 year olds on staying on at school, going to college, looking for a job and training under a Government scheme. It is available from Room 2/11, DES, Elizabeth House, York Road, London SE1 7PH, or in Wales from Room G/002, Information Division, Welsh Office, New Crown Buildings, Cathays Park, Cardiff CF1 3NQ.

Compiled by Mary Cruickshank.

MSC presses authorities to act against TVEI sex-stereotyping

by Hilary Wilce

Local authorities running Technical and Vocational Education Initiative schemes are to be asked to provide hard evidence that they are trying to phase out traditional boy-girl divisions within their programmes.

The Manpower Services Commission, which funds TVEI, is to write to all 14 authorities now running schemes telling them it wants to see an improvement in the numbers of boys and girls taking up non-traditional options. It will also expect firm evidence that authorities are developing strategies to overcome sex stereotyping.

Local authorities are obliged by the terms of their contracts with the MSC to set up schemes which try to avoid sex stereotyping, but critics claim that this has not been done on any significant scale. In too many cases, they say, boys are pursuing heavy craft skills, while girls are opting for areas like office skills (*TES* February 24).

Ms Ruth Le Guen, of the MSC's TVEI unit, said that the Commission did not want to dictate how authorities should tackle the problem, but it did want to ensure that they were taking steps to do so.

It would expect a response on strategies by about June, and planned a series of discussions with individual authorities next autumn.

Many new approaches had come out of a conference on sex stereotyping and TVEI, organized for participating local authorities by the MSC, and held in Clywd recently, Ms Le Guen said.

Mr Chris Lea, coordinator of the Birmingham TVEI scheme, said the conference had been reassuring. "We find that the practical steps that we are taking in Birmingham are being followed elsewhere."

Mr Lea rejected allegations that the TVEI was reinforcing stereotyping, and said it was merely highlighting and trying to tackle deeply entrenched attitudes. Birmingham had no plans to restructure its TVEI scheme, he said, but was trying to tackle problems at an earlier stage by getting pupils to learn a range of craft skills in the early years of secondary schooling.

"The priority is to provide a more thorough programme and balanced learning experiences across the range of practical skills in the first three years of secondary education."

However, in neighbouring Sandwell, where the local tradition of heavy industry has created strongly traditional attitudes towards men's and women's roles and most TVEI pupils have plumped for traditional subject options, a number of adjustments to the TVEI scheme are under consideration, according to the chief education officer, Mr Gerald Brinson.

Cooking up new skills for boys

They include making all younger secondary school pupils take keyboarding and craft skills, and adjusting the structure of the TVEI courses so that all pupils take a number of compulsory modules. Courses might also be combined, to extend the range of what pupils study, he said.

These could include putting food and accommodation studies with biology and chemistry technical studies, and putting keyboarding, information technology and design together.

In addition, the authority planned to make teachers, parents and employers more aware of the problems, and to take more direct action, such as arranging conferences.

"We don't pretend we've got it right yet", Mr Brinsdon said. "We're still picking up the problems."

Clywd claims success in persuading girls into non-traditional areas with those parts of its scheme which offer pupils the chance to take a series of nine-week modules.

According to the scheme's coordinator, Mr Adrian Farlam, girls are willing to give subjects such as electronics a try for a couple of months, but are reluctant to commit themselves for longer. However, unlike the taster courses offered by some authorities, these modules can be used as building blocks towards an examination, such as an O level.

No comfort for ministers as FE Inspectors' report blames the employers for failing to secure the right courses

Colleges maintain their links with firms, says HMI

by Diane Spencer

Most colleges already have good or adequate links with industry, says a report from HM Inspectorate published this week. But employers are failing to use them effectively according to the Inspectors.

Ministers have been claiming in advance that the report, based on a three-year survey, supports their view that colleges are unresponsive to employers' needs. But the Inspectorate emphasizes the shortcomings of employers rather than any failure by the colleges to meet their requirements.

The inspectors, although highly critical of the colleges in other ways, say that employers are at fault for adopting a passive role towards course content, concentrating instead on things like timekeeping and attendance.

Even where administrative processes were effective, and formal machinery such as advisory committees was well-established, the Inspectors found little evidence of employers using it to influence the curriculum.

Fewer than a quarter of the colleges had what the Inspectors consider poor links with local employers. Forty five per cent had good contacts, and 32 per cent adequate arrangements.

Employers were in a position to help set up and implement projects, update staff knowledge, and assess courses.

But many failed to follow up the progress of their employees at college, and few fully understood the nature and scope of the courses being studied.

However, the Inspectors point out that colleges were also at fault in failing to find out what the students did at work.

This is one of a series of sharp criticisms which the report makes about the colleges' approach to students and of their teaching methods. It accuses them of:

- Low expectations
- Uninspiring teaching relying on chalk-and-talk, dictation, instruction, and description, with little use of textbooks or project work
- Failing to keep up with ideas or equipment and having dull and dispiriting classrooms and outdated libraries
- Ineffective arrangements for staff to spend time in industry

Teachers complained of overloaded syllabuses, particularly in Technical Education Council (now BTEC) courses, and 11-hour days were common for engineering and craft technicians.

The Inspectors voice concern at the number of students dropping out of courses – in some science subjects it was as high as 70 per cent although it was only 18 per cent for construction industry students.

The inspections revealed cases of mismatch between training at work and further education in college, with students getting little advice about courses to choose and employers failing to follow up their progress.

Schools did not tell leavers enough about day-release courses.

Colleges offered full-time students a structured induction, but not much to part-timers.

BTEC and City and Guilds did little to encourage staff initiatives, say the Inspectors. Employers needed better information about standards and awards and should be involved in assessments.

The report, based on a survey of 41 colleges in rural and metropolitan areas between 1980 and 1983, is a new departure for the FE Inspectorate. In the past it had concentrated on examining resources and course structure rather than the quality of teaching and assessment or the perceptions of employers, teachers and students.

It evoked a pointed response from the Association of Metropolitan Authorities this week. It said: "It fails to come up with any evidence that justifies the Government's plans to hand over 25 per cent of local authority vocational education for 16 to 19-year-olds to the Manpower Services Commission".

Mr Philip Merridale, chairman of the Association of County Councils education committee, called the report "a first class example of how professional judgments should be made" and took it to be making no general criticisms of the colleges' links with industry.

It did indicate that there was a lot that the l.e.a.s and the colleges needed to do but their ability to respond effectively would be greatly reduced if the proposals to remove resources from them were to go ahead on the proposed timetable.

Education for employees. An HMI survey of part-time release for 16 to 19-year-olds. HMSO £2.50.

Young denies that leavers prefer dole

by Patricia Santinelli

The Manpower Services Commission's chairman has denied that many thousands of youngsters prefer the dole to the Youth Training Scheme. On Mr David Young's calculations hardly any have rejected the scheme.

Speaking after a meeting of commissioners, Mr Young said that out of the 110,000 youngsters reported as still being on the dole, 50,000 were due to come on to the scheme at the end of this month.

Another 45,000 were young people who had held jobs but were now unemployed. In addition the 110,000 included youngsters who were in between jobs or moving from one scheme to another.

"By Christmas, there were only 4,000 16-year-olds waiting for a place, so I find it very difficult to reconcile these two sets of figures" he said.

The figure of 110,000 was put forward last week by Youthaid and was based on a reply given by the Education Secretary, in the Commons. Sir Keith Joseph said that out of 330,000 16-year-olds not in work or full-time education, only 220,000 had joined the scheme.

Mr Young also rejected claims by the voluntary organizations that the loss of nearly 20,000 Mode B1 YTS places would endanger the growth and scope of the programme, or that the Government's guarantee of a suitable place for every schoolleaver was at risk.

Places on Mode B1 schemes are to be cut from 90,000 this year to 71,500 in 1984–85. Originally, the Government had set the new level at 60,000 but after representations from the MSC decided to increase the number of places to a maximum of 70,000. In total the MSC expects to have around 400,000 youngsters on all schemes in 1984–85.

Mr Young pointed out that 34,000 unfilled Mode B1 places were costing the commission £2,000 a year each. This compared badly with £100 per year for each empty Mode A place – those run by employers.

Strongly denying that the cuts would result in a far more limited range of choices for young people. Mr Young said he was satisfied that there were enough B1 places in each region of the right quality.

"I have not asked area managers to cut down their places by a nationally imposed percentage. I have left it up to them to decide what level of provision is required in their localities." Mr Young said.

The MSC had no plans to visit every further education course by September 1986. On the contrary, it had not yet worked out what its role over the White Paper *Training for Jobs* should be, Mr Young said.

"This is one of the misconceptions held by the local authorities associations, and is an example of the unnecessary probems that have to be resolved" Mr Young said.

Mr Young revealed that the MSC's meeting had been moved from Sheffield to London to allow the Association of Metropolitan Authorities and the Association of County Councils to put their case to commissioners.

"Basically, the associations pointed out that their objections were not addressed to us but to the Government. They still wanted to talk to us and in particular to Sir Keith Joseph. We are happy to meet them any time, any place" he said. – *THES*

MSC official echoes growing fears over future of YTS

A senior Manpower Services Commission official confirmed publicly this week that the future of the Youth Training Scheme is now uncertain. The Government was avoiding any commitment to continuing the scheme for more than another two years, he told an industry conference.

Dr George Tolley, the former polytechnic director who the MSC has put in charge of the scheme's quality control, said that the training White Paper had made it clear that the Government was not prepared to look beyond 1986.

"Government policy has not advanced to the point of characterizing YTS as a permanent part of the training scene" he explained.

Last week's *TES* reported fears among officials and others that the Government was preparing to jettison its commitment to developing the scheme into a universal programme for school leavers, triggered by the White Paper's rewriting of the New Training Initiative objectives.

Dr Tolley's remarks appear to be the first public reference to the new uncertainty it has created.

His remarks were made in reply to a question, but earlier he had concluded his prepared speech to the conference – run by the Industrial Society in London – with a pointed defence of the need to make the YTS permanent.

"There are, no doubt, some who think that the twin factors of the demographic decline in the numbers of young people, coupled with economic upturn, will do away with the need some time in the future, for the YTS.

"They delude themselves. The need for effective foundation training becomes ever more pressing as competitiveness in world trade increases," he said.

Even the scheme's critics must recognize, he insisted, the soundness of its aims and the vital necessity of achieving them for the good of young people and of the country.

It was clear now that the YTS would stand or fall not on quantity, the earlier doubts about getting sufficient places had been confounded – but on its quality. "The central question is – can YTS deliver the quality?" he declared.

The Objectives

3. With this in view we set out in our December 1981 Training White Paper (Cmnd. 8455) the national objectives of securing

(a) better preparation in schools and colleges for working life and better arrangements for the transition from full-time education to work;

(b) modernisation of training in occupational skills (including apprenticeships), particularly to replace out-dated age limits and time-serving with training to agreed standards of skill appropriate to the jobs available;

(c) wider opportunities for adults to acquire and improve their skills.

● From the *Training For Jobs* White Paper

Dr Tolley suggested that one problem was that expectations might be too high. It was unrealistic to expect the scheme to provide a sound foundation training year, remedial education, a diagnostic year, the development of personal potential, and jobs for all.

"Let us be realistic in our expectations of YTS and, in particular, let us not expect it to provide the answer to deficiencies in the education system or to shortcomings of the national economy."

Standards and systems of control to assess and monitor how they were being met were necessary to judge the quality of the YTS – although, Dr Tolley pointed out ruefully, they would not ensure of themselves any recognition that quality was being achieved, since that was often judged by questions of taste, preference, and tradition.

And the YTS, he argued, was operating in a field "bedevilled by tradition and prejudice where the GCE – whose predictive value is so limited that it will not stand close scrutiny" was the established hall mark for the school leaver.

Dr Tolley described the structures to control quality which had now been set up in the MSC, including the teams at area and regional level and his own quality branch at headquarters.

But they could not hope to achieve their aims without a commitment to quality at the ground level from those in daily contact with the trainees.

He believed that it was vital to simplify the requirements and criteria for the design and content of YTS training and its outcomes.

The Youth Training Board's advisory group was hoping to produce a simplified structure within the next eight months.

But the quality control had to be credible, which meant that employers must specify what they expected and the trainees must have a chance to progress on from the YTS. That meant full recognition by industry and by the validating and examining bodies of their achievements in the scheme.

And quality controls, said Dr Tolley must be more open and public. "A good part of the quality control that goes on in the YTS is subject to public scrutiny through such bodies as the Area Manpower Boards the Youth Training Board, and the advisory group. But more openness is required and can be developed" he insisted.

Edited by Mark Jackson

Reagan accused of exaggerating juvenile crime

UNITED STATES

Peter David on the issue of stronger discipline in schools

Three months after launching an initiative designed to improve discipline in American schools, the Reagan Administration is coming under a torrent of criticism from teachers' unions and experts on juvenile crime.

In congressional hearings this month one witness after another has accused the Administration of exaggerating the problem for political reasons.

The row began in January when the Department of Education presented the White House with a report claiming that many schools were being swept by a tide of crime and vandalism. Citing surveys by the National Institute of Education (NIE), the report said three million secondary school pupils every month were the victims of crime, and that most school crime went unpunished.

It also said 1,000 teachers a month were receiving medical treatment following assaults. Some 6,000 a month were robbed and another 125,000 were threatened with violence. The report called for strong intervention by the federal authorities to help school administrators implement stricter standards of discipline. And it suggested that Justice Department lawyers should step into local legal disputes when headmasters found it difficult to expel disruptive pupils.

Both suggestions have outraged the teachers' unions. Mary Hatwood Futrell, president of the National Education Association (NEA), denounced the Government initiative as a "publicity ploy" based on outdated statistics.

"The research the Reagan Administration is using was done in 1975," she said. "Our research shows that discipline and violence problems have been declining over the last three or four years. In 1979, over 74 per cent of teachers said discipline problems impaired their effectiveness to teach. In 1983, the figure had dropped to 45 per cent."

Similar criticisms were made by Amitai Etzioni, director of the Washington-based Centre for Policy Research. He dismissed the Administration report as "grossly overblown" and said its figures were highly misleading.

After re-examining the original NIE study, Etzioni said it was true that nearly three million children a month claimed they were the victims of crime at schools. But nearly nine out of ten of such "crimes" did not refer to violence or disorder but to reports of stolen personal property. And the NIE had admitted, when compiling its study, that the overall crime estimate was probably too high.

Statistics kept by school boards appear to support the union claim that school crime is declining. In Washington DC, which, has one of the highest general crime rates in the United States, there has been a pronounced decline in school violence since the 1970s. There has not been an assault on a Washington teacher for five years, according to a city spokesman.

A similar pattern has been reported in districts throughout the country. In Boston, physical assaults on school employees have dropped by 70 per cent in the past two-and-a-half years, and robberies declined from 331 in 1981–82 to 120 last year. Assaults in Atlanta schools decreased from 111 to 75 between 1977 and 1982.

The teachers' unions doubt whether the aggressive strategies mapped out in the Administration report will help solve the problems that still exist. A spokesman for the NEA told a Senate panel a fortnight ago that making it easier for headmasters to expel disruptive pupils was the wrong approach. "The only thing kids learn on the street is crime, and in the long run society pays dearly for that lesson," he said.

The Administration has received guarded support from headmasters, however. Mr Scott Thomson, director of the National Association of Secondary School Principals, claimed the courts had made it too difficult for headmasters to do their jobs. A survey by the association had found that a third of principals considering leaving the profession were doing so because of the constraints placed on them by the courts or by legislation.

"Principals must have the latitude to maintain a disciplined learning environment if students are to achieve excellence. The impediments placed on administrators in removing disruptive students from the school has damaged the educational environment for students who come to school to learn," he said.

The impediment that most angers principals is a controversial 1975 Supreme Court ruling which held that the Constitution gave pupils important rights at school, and that teachers and administrators could be held individually liable if those rights were violated. One Administration proposal would introduce a "good faith" test so that pupils suing for damages would have to prove that school officials acted with malice towards them.

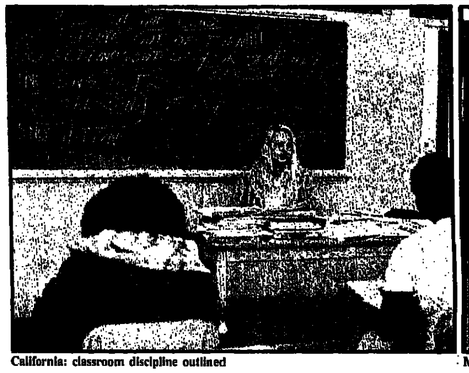
While the teachers' unions oppose large-scale expulsions, they have been eager not to appear complacent about the discipline problem. The American Federation of Teachers says the best answer is to invest in long-range preventive programmes, particularly early childhood education.

Other programmes recommended by the AFT include:

☐ in-school suspension programmes which keep disruptive pupils within the institution but assign them for short periods to alternative programmes in a "highly structured" setting;

☐ closer links with the community, developed by using parent volunteers to monitor some pupil activities; and

☐ more authority for individual teachers to remove disruptive children from the classroom without recourse to higher-level administrators.



California: classroom discipline outlined

Michigan: school security staff

A Sunday school lesson in Nebraska

Senate refuses to legalize school prayer

President Reagan's bid to legalize organized prayer in state schools was defeated in the Senate last week when his supporters failed to muster the two-thirds majority needed to introduce a constitutional amendment.

After a fortnight of emotional debate, only 56 senators voted for an amendment that would have overturned the Supreme Court's 22-year-old ban on school prayer – 11 votes short of their target.

Despite polls indicating overwhelming public support for allowing schools to reinstitute some form of organized prayer, many Republican senators resisted personal appeals from the President and voted against the amendment. They said organized prayer would breach the constitutional separation of Church and State, and lead to discrimination against school children who were atheists or belonged to minority religions.

Senator Lowell Weicker, the Connecticut Republican who led opposition to the measure, warned the Senate not to forfeit America's birthright of religious freedom "for a mess of speculative, political pottage".

The Republican-controlled chamber has now failed to support a central element in President Reagan's educational programme on two occasions. Last year the Senate refused to pass legislation giving tax credits to parents who sent their children to private schools. Liberal senators claimed the measure would have hurt state-funded schools, and fiscal conservatives said the scheme was too expensive.

Last week's vote means President Reagan will go into the presidential elections in November having failed to implement the three main items on the educational policy agenda with which he entered office in 1980. He promised to bring back school prayer, introduce tuition tax credits and abolish the Federal Department of Education set up by President Carter.

Peter David

Open door colleges get a screen

California's community college system, a mammoth enterprise enrolling some 1.2m students in full and part-time courses covering the first two years of post-secondary instruction was once the darling of the state's much praised higher education system.

Two decades ago, the state's master plan decreed that the universities would attract the cream of the crop, while community colleges would provide an open door for almost anyone age 18 or older.

Recently, however, the colleges have felt less favoured, as the state legislature has kept them on a tight budget. This year's annual budget crisis was particularly unnerving. Old-fashioned partisan politics played its part, as did a principled debate over the imposition of tuition charges for the first time. The underlying reason, though, is a growing disillusionment with what goes on behind that open door.

Not all the colleges' problems are of their own making. The legislature keeps rewriting the rules of the funding game, making sensible planning hard to accomplish. And because state-run secondary schools have turned loose sizeable numbers of students ill-equipped to do college work, many so-called college courses resemble remedial studies classrooms.

But the community colleges themselves rightly come in for a healthy share of the criticism. They have encouraged admissions to boost their state financial support, which is based on enrolment figures; as many as a quarter of those students disappear without arriving in class, often after pocketing sizeable federal loans.

The curriculum itself has little rhyme or reason. Although much learning is sequential, with students needing to know the basics before tackling more sophisticated aspects, few community college courses require any preparation. The door is open not just to the colleges but to every classroom. And although these institutions are supposed to offer two years of post-secondary instruction, only about one-course in ten reaches a level comparable with the second year of university.

In light of that record, community college demands for more state money have to be premised on something other than the old appeals to the sentiment of equal opportunity. The

DAVID KIRP'S AMERICA

tart rejoinder to those claims is that a fifth-rate education isn't an opportunity but a delusion.

The substance of the education has to change; and that has a chance of happening only if these 70 fiefdoms become a real system, with leadership from the top as well as initiatives from below.

If anyone can pull this off, it's the chancellor of the system, Gerry Hayward, and the new chairman of the board of governors, George Keiffer. Hayward is ideal for this impossible job, which catches all the blame but gets little authority. He knows the state political universe, from his years as senior consultant to the education and finance committees of the legislature. He is a good bargainer who is widely respected.

For his part, Keiffer, formerly a member of the board of regents for the University of California harbours hopes of giving the board of governors a degree of prestige and clout not too dissimilar from that enjoyed by the regents.

To increase community colleges' academic respectability while maintaining the commitment to local autonomy is the task ahead. The board of governors has made a useful start in introducing standards for grading (actually insisting that failing marks be awarded when appropriate), strengthening graduation requirements, mandating counselling for new students and those in academic trouble, and imposing a small fee to discourage students from dropping courses.

But the board's more ambitious plans pose more questions than they settle. It has just declared that the primary functions of the colleges are vocational instruction and preparing students for transfer to four year universities.

The board of governors isn't the only group raising these questions. Various bills now being considered by the state legislature call for a study of the community colleges, a review of public instruction in grades 13 and 14, even a rewritten master plan for the entire higher education enterprise.

That would be all to the good. But in light of recent history, it's equally likely that this system, often held up as a model of democratic values in education, will continue being all things to all people while doing none of them very well, relying on the old pieties to mask the prevailing shabbinesses.

OVERSEAS

Necessity, the mother of Zim-Sci

ZIMBABWE

Mike Williams on a revolutionary, cheap science system

Necessity has given rise to a revolutionary low-cost science education system in Zimbabwe that is holding its own with laboratory-centred teaching methods in secondary schools.

First introduced in June 1981 to help deal with a 70 per cent increase in form one (first year secondary school) enrolment, the Zimbabwe secondary school science programme (Zim-Sci) does away with the need for laboratories and trained science teachers, both of which are in short supply in this land-locked southern African nation.

In their place it substitutes a self-contained kit containing multi-purpose laboratory materials and simplified, step-by-step instruction manuals for both teacher and pupils.

"We've kept teacher demonstrations – the traditional mainstay of science teaching – to an absolute minimum. The pupils have many more opportunities to touch what they are working with and that makes it a much more practical experience," said Mr Alan Dock, leader of the project and a lecturer at the University of Zimbabwe Science Education Centre, which developed the system jointly with the Ministry of Education.

"If there are problems they have tended to come early in the course with teachers who have some science training. Trained or semi-trained science teachers sometimes depart from the instructions and that can disrupt the system. That doesn't happen with untrained teachers because they are completely dependent on it."

Zimbabwe schools . . . thin resources

Zim-Sci was originally developed primarily as a stop-gap measure. When Mr Robert Mugabe's government guaranteed secondary education for all after independence in 1980, a shortage of science teachers and the prohibitive cost of laboratory classrooms – up to £30,000 – threatened to cripple the effort before it got off the ground.

"It was really a choice between some sort of distance teaching and no science instruction at all," Mr Dock said.

Mr Dock had done research on possible distance teaching science formats as early as 1978, drawing on previous research, as that of the Nuffield Scheme. But the Zim-Sci project was not formally commissioned by the *ministry until January* 1981.

Six months later, 45,000 pupils – the entire form one expansion for that year – began using Zim-Sci kits in 1,100 new science classrooms.

By last year the programme had been extended to about 300,000 pupils, and the number could increase by another 150,000 this year.

Since most of the new schools are in rural areas that often lack running water and electricity, the kits must be self-contained. Sealed lead accumulators with re-chargeable solar batteries provide electricity.

The kit contains 20 pupil kits (for two-pupil teams) and a more extensive teacher's kit (which includes traditional equipment like bunsen burners). The pupil kits contain items like circuit boards, small tins (used as burners) and locally-obtained rocks and minerals. Chemicals like sulphuric acid that could be harmful to pupils are avoided.

The Zim-Sci kit price has remained about $1,200 Zim (£720 sterling) for the past three years, largely because greater volume has allowed an increased local content and lower-priced imported components. A two-person team assembles them in an old warehouse on the outskirts of Harare.

The Swedish International Development Agency (SIDA) has picked up the project tab since 1981.

The kit has only £38 sterling worth of consumable materials. The rest has an estimated life of three to four years. Mr Dock calculates that it costs about £3.36 per pupil per year.

Programme evaluations suggest that Zim-Sci pupils may be doing as well as their science teacher-instructed counterparts, Mr Dock said.

The one direct comparison of the two groups – conducted by professor Sam Bajah of the university of Ibadan *(Nigeria) Institute of Evaluation* in 1982, considered only 10 schools of each group. Professor Bajah found Zim-Sci pupils had a 77 per cent pass rate on Zimbabwe's junior certificate science exam (given after the second secondary year), compared with 86 per cent among regular science pupils.

There are now more Zim-Sci than regular science classes. Many Zim-Sci teachers, aged 19 and 20, have only O level qualifications.

"Many teachers are obviously having to put in quite a lot of work comprehending the work themselves before presentation to a class. This is probably due to the fact that many using Zim-Sci are unfamiliar with science as a teaching subject," an official evaluation, released in December, states.

More than 60 per cent of those surveyed said they used additional reference materials either to answer student questions or for their own curiosity.

A common criticism from teachers was that Zim-Sci is often simplistic and undemanding. Many felt it does not cater for the brighter pupils and by using childish instructions and drawings makes the children feel that science is not a serious academic subject.

Others, however, said some children did not complete lessons because of unfamiliarity with English – a second language in Zimbabwe's rural areas.

Interest in the system has been expressed by several of Zimbabwe's neighbours. Botswana recently ordered 30 kits.

Religion: preserving the very fragile harmony

SINGAPORE

by a special correspondent

After much soul-searching, the education authority of the tiny Republic of Singapore has decreed that the island's older secondary school students badly needed a dose of religion to instil in them proper values and morals.

Why so much soul-searching? Because the problem for Singapore leaders in a multi-racial and multi-religious society is this: what religion should be taught when a teacher is faced with a classroom mix of Buddhists, Muslims, Hindus, Sikhs and Christians?

So last month, the education authority made religious knowledge a compulsory subject for all fourth-year secondary students – but with a difference. Unlike Britain where religious knowledge is a common compulsory subject for all, Singapore students have a choice of six – Bible Knowledge, Islamic Religious Knowledge, Buddhist Studies, Hindu Studies, Sikh Studies and Confucian Ethics.

Given the religious sensitivities of the different ethnic groups, the education authority introduced the subject with a stern warning to teachers – they are forbidden to preach, convert, *worship, meditate or pray during religious lessons.*

They are also banned from taking religious objects or artefacts into the classroom.

During lessons, they are to treat the subject as clinically as possible – "No teacher will be allowed to use the classroom periods for proselytising or evangelising," warned Dr Tay Eng Soon, the Minister of State for Education.

Dr Tay's stern reminder to teachers understates the government's hyper-sensitivity to religion, given the island's multi-racial and multi-religious society. In a predominantly Chinese population with a fair number of Malays and Indians, religious tolerance has always been preached but nonetheless has also been a touchy area.

Buddhism, Islam, Hinduism and Christianity, each identifying with a particular race, are all recognized state religions.

Newspapers, television, radio and the media have long been told to steer clear of religious issues lest the ever-fragile balance of religious harmony be tipped.

Opposition candidates – even during election campaigns – who were foolish enough to raise religion as a political issue have paid a heavy price.

The education authority was thus saddled with the unenviable task of getting the right formulae when introducing the subject.

Dr Tay explained that religious knowledge is to help students appreciate the origins and precepts of religions which have shaped civilizations and cultures.

The subject will also complement the moral education lessons currently taught to primary and lower secondary schoolchildren.

It is not intended that anyone should be converted from one religion to another, Dr Tay added. Teachers must rigidly stick to the carefully laid-out syllabus. Any deviation or improvisation will not be tolerated.

Where the pressure tells

AUSTRALIA

Teachers have learned to cope with pupils' bad behaviour, hitching in the staff-room, and squeezing essay correction between teaching periods. But, according to a new study of teacher attitudes, they are finding it tougher to cope with ever changing curricula, new technology, and community criticism.

The study, which was conducted by a senior researcher at the University of New South Wales, Mr Alan Laughlin, found that the tendency of society to blame schools for young people's problems – including youth unemployment – has put so much extra pressure on teachers that up to 30 per cent now describe their jobs as very stressful.

Mr Laughlin surveyed more than 1,800 teachers from some 150 primary and secondary schools in New South Wales during the course of his study. He found that teachers now have worse psychological health than other high-pressure professions, such as nurses, lawyers, doctors and the clergy.

According to Mr Laughlin, a former teacher, the main reason for the increase in stress was the feeling by many teachers that the community had little respect for their work and tended to blame the profession for a whole host of social problems.

The introduction of new courses, like computer education, multicultural education and sex education, and the increased involvement of teachers in deciding curricula had put the teachers under more pressure than ever before, he said.

Luis Garcia

More sex education urged for teenagers

FINLAND

A Finnish doctor has suggested that schools should respond to the sharp rise in teenage abortions by providing more sex education.

Dr Leena Ruusuvaara, who also called for more birth control clinics designed specifically for teenagers, said that schools should try to meet adolescents' deep-seated need to discuss sex with a respected and disinterested adult.

Between 1970 and 1980 the number of 15 to 19-year-old Finnish girls who had abortions rose from 8.9 to 19.7 per 1,000. And Dr Ruusuvaara has attempted to correlate these figures with family background, education, sexual experience and contraceptive use.

Comparing 201 under-19-year-olds who had abortions at Helsinki University Hospital with a control group of 185 who had not had an abortion, she found that almost half the former, but only a third of the latter, came from broken homes.

On average, the control group's parents were better educated and shared more interests with their children, but each group received little sex education at home and regarded the knowledge gained at school as more useful.

Sexual intercourse had been experienced by 27 per cent of girls in the control group, with the average starting age at exactly 15 – 0.3 years older than the abortion group. Both groups declared themselves equally pleased with the experience and appeared equally inclined to acquire and discard partners.

Schools should try to meet adolescents' deep-seated need to discuss sex with a respected adult.

Among both groups Dr Ruusuvaara was struck by the gulf between knowledge and practice when it came to contraception, due partly to psychological factors such as motivation, responsibility and the quirks of communication between partners.

"The abortion group relied more on condoms than the control group, one third of whom took contraceptive pills," Dr Ruusuvaara observed. "Since the control group was almost as careless about contraception the actual incidence of sexual intercourse partly explained differences in the risk of becoming pregnant."

But the pupils of at least one Helsinki school, Mäkelänrinne Upper Secondary, appear to disagree with some of Dr Ruusuvaara's conclusions.

Only three out of eighteen 18 and 19-year-olds who were questioned said that statutory sex education was not good enough (in Finnish comprehensives sex education is taught to pupils in conjunction with biology). And the only detailed criticism was "we don't talk deeply about these things – we are just fed facts, nothing about human relationships."

Instead they underlined Dr Ruusuvaara's other findings, stressing the need for more communication between parents and children.

They divided more or less equally on whether the break-up of families was a factor encouraging adolescents to take unnecessary risks and whether the abortion rate would be cut if pills and sheaths were more easily available.

Without exception, they considered teenagers were sufficiently acquainted with methods of contraception.

But 15 out of the 18 believed young people used contraceptives carelessly or deliberately took risks. Significantly, two referred to the debilitating role of alcohol, about which the Finns, Swedes and Norwegians are conspicuously self-conscious. Others suggested teenagers failed to understand the serious implications of a conception for their future, or believed the "accident" would not happen to them.

Donald Fields

Taking a primary stand on morals

CANADA

Schools should take a clear stand on moral issues and so offer guidance on them to their pupils.

According to a curriculum guide issued by the Ontario Ministry of Education there are 20 values to which primary schools should pay attention.

These include topics such as courtesy, passion, cooperation, justice, loyalty, peace and tolerance.

And the guide offers suggestions as to how pupils should be taught to absorb these values.

It adds: "Educators should recognize the broader dimensions of values education and not concentrate only on the narrower field of moral education. While the moral dimension of values education is of great importance, human values comprise aesthetic, cultural, educational, political, spiritual and economic dimensions as well."

The thorny issue of racism is mentioned only once, in the section on "hurting feelings". Teaching by precept is suggested, expressing immediate disapproval, for example, when the teacher hears a student call another a racist name.

Lee McKeil

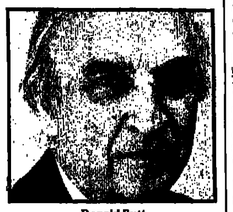
LETTERS

Oxbridge entry article misread by Warnock

Sir – Mary Warnock tells your readers (*TES*, March 2) that her customary amazement at the "ignorance of the reporter or journalist" writing about any subject of which she has knowledge has seldom been greater than when she read a recent article of mine in *The Times* (February 16) on methods of entry to Oxford and Cambridge. I am at least equally amazed that an academic should be so foolish as not to bother to understand what she reads in preparation for an essay in occasional journalism.

Mrs Warnock rebukes me at great length for my discussion of the decision of Emmanuel College, Cambridge, to withdraw from the Cambridge colleges examination, and to use A level results as the only written test for undergraduates. Her censure is built on the wholly unwarranted assertion that I was ignorant of the fact that A levels are already in use at Oxford and Cambridge as one method of entry.

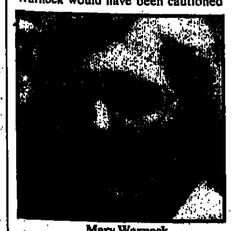
"But was wrong . . . in suggesting that to admit candidates to Oxford and Cambridge on A level grades is an innovation", she proclaims. But nowhere in my article did I suggest any such thing. The A level method of entry to Oxford and Cambridge is not new, Mrs Warnock indignantly now informs your readers (who of all readers might be expected to know this). "*It is simply that candidates for* Emmanuel will have no *other* way (her italics) of trying to get into the college."



Ronald Butt

Yet what I myself wrote was that Emmanuel is "withdrawing from the Cambridge colleges' own entrance examination and intends in future to use the A level result as the only written test for candidates." I do not know how much more plainly I needed to put the point to make it clear that A levels were already one method and now at Emmanuel would be the only test. Moreover, the whole tenor of my article made this clear.

I would have thought that Mrs Warnock would have been cautioned by common sense to wonder whether it was really likely that an article with so much detailed argument on the subject could have been written in *The Times* without knowledge of the basic facts. Of course, I do not expect her (in her belief that journalists live in benighted ignorance of the finer intellectual world in which she has her being) to know that as a parent of three children who have been to university (two at Oxford) I am familiar with the various means of entry.



Mary Warnock

Nor do I expect her to know that, as a member of the council of one of the colleges of London University, I am not unacquainted with questions about university entrance. I do not even expect her to know, though from the article I think she might have assumed, that I have discussed these questions with many people in universities, and with headteachers in both the independent and the maintained sectors. I certainly do not expect her to be aware of such personal qualifications as I have that might suggest a tendency towards accuracy.

What I do expect is that a university teacher should read with proper care and attention what she intends to comment on, which is presumably what she requires of her pupils. Though journalists inevitably make mistakes because of the speed of their work, they do take a great deal of trouble, not least when writing this sort of column, and when academics take to journalism they should do likewise.

Had Mrs Warnock done so, she might have spared your readers a tedious account of what they already must know, and given herself space enough to devote her thoughts to the serious questions raised in my article: what will be the consequences for the other universities, as well as for Oxford and Cambridge, if all Oxbridge moves eventually exclusively to A levels as the written test of entry?

RONALD BUTT
Associate Editor
The Times

Prospects blocked

Sir – The recent series of articles about the appointment of headteachers does not seem to face one of the factors that gives cause for concern to many members of the teaching force, and which may have some bearing on the frequently referred to low morale of the profession.

At the age of 45, I am now aware that the chances of further promotion in teaching are virtually ended for me. Headteachers are being appointed to large secondary schools in their middle 30s, a position will therefore be blocked by their promotion for up to 20 years. We are apparently saying to people like myself that we have only retirement to look forward to for the *last 10 to 20 years of our teaching* service.

I have a friend who was appointed to a managership of a large British company at the age of 48, his first such position. He has just been "poached" by a foreign company while in his early 50s. At that age we are offering redundancy to our teachers (called early retirement) and the expectancy of promotion at such an age is nil.

Surely one of the most frequently *required attributes of a headteacher is* the ability to manage the personnel of the school, an attribute so often missing because the skills being sought by the appointers are more related to curriculum and other educational skills that can usually be found and "bought in" by the head from the teaching staff or other parts of the service.

Certainly we need educationists as our on-site managers, but far more do we need those with the necessary skills to extract the best from their staffs. These skills are more easily acquired in the daily living at staffroom level and one should expect that the competent appointee in their 40s or 50s would be demonstrating competence more readily than the untried in their 30s.

DAVID BATTYE
Hon Treasurer
Sheffield Associntion
National Association of Schoolmasters/Union of Women Teachers

Illogical to remove 'star' staff

Sir – Nick Wood's article on Croydon's plan to select "star teachers for promotion" (*TES*, March 16) highlights a disastrous misconception underlying our entire education system.

The "best" young teachers are to be identified – so far so good. But then they are to be taken out of the classroom and trained to do something else. What sort of logic is that? And presumably it is intended that those teachers who remain in closest contact with children should be those who have shown themselves least successful in that role.

After 12 years in teaching, preceded by 12 years in industry, I have not yet grasped in what sense removal from the classroom is "promotion". Surely "diversion" or "transfer" would be a more appropriate term, unless the modest salary increase is considered sufficient justification.

Good teachers are rare, and should not be tempted to forsake teaching for management, a task requiring rather different qualities, just because they have a mortgage to pay off or because public opinion awards them a little brief approbation.

D R LEIGHTON
The Croft
Snelsmore
Newbury

Selective report

Sir – Your article concerning the HMI report on business studies in this college is not a balanced comment (*TES*, January 27). I feel that certain items were selected for their journalistic view rather than for other reasons. For example, one department, Office Studies, received many congratulatory remarks for its staff, their attitudes and general approach to the care of the students.

I would also point out to you that Sandwell is a deprived area, however one may define this term, and it has a tradition of doing its best within Government-imposed limits for all young people who may wish to attend courses.

In view of this we purposely accept some which may not have the full potential of achieving stardom; nevertheless, during their time on the course they learn a great deal which could be of benefit to them in their future lives.

We are, if you like, carrying forward the comprehensive system into further education. It is possible that too much "selection" could lead in time to divisiveness in society.

Finally, I think your readers ought to be aware that there has always been a high success rate on many courses run in our business areas, especially in our accounting courses.

It is our hope, in spite of possible future National Advisory Body decisions, that this college will continue to provide a valuable service to the young people of Sandwell, especially as it is about to enter into its second century of existence.

DR H ROY
Chairman of Governing Body
West Bromwich College of Commerce and Technology
Woden Road South
Wednesbury
West Midlands

Slurs misplaced

Sir – I cannot let Tim Brighouse's piece on examinations (Platform, March 16) go unchallenged. The Secondary Examinations Council has already shown itself ready and willing to take a fresh national view of the whole field of assessment and Mr Brighouse's slurs are misplaced and serve rather to undermine some of the valid points he makes.

The Council has argued that the single 16-plus system with its concomitant national criteria provides an important and attainable step towards setting appropriate standards for *all* our youngsters and that is why things *should not be left as they are.*

The Council certainly is not committed to a norm-referenced approach nor to pinning assessment and certification to age. We are well aware and quite content that some candidates will be under 16 and some over 60.

At Sheffield, the Secretary of State appeared to be building on the (almost agreed) national criteria, envisaging the development of grade-related criteria and seeking consensus for this move towards demystification. He sees, and the Council sees, how this could increase motivation for all, not least for the less academic.

We also see links with innovation in graded assessment and records of achievement, the Oxford Certificate of Educational Attainment (OCEA) (for which Mr Brighouse is an enthusiast) being but one among several important enterprises in this field.

We believe the Council can help to ensure that schools and users of examinations are not confronted with a mass of unknown and unrelated qualifications. We believe it necessary and possible to produce assessment systems which meet national standards, reflect local needs and have a benign influence on the curriculum. A tall order, certainly, but a worthy challenge where we look to Mr Brighouse and many others for a contribution.

I have a suspicion that Mr Brighouse's enthusiasm for OCEA is blinding him to the benefits of our recommended changes to the systems of examining.

PETER DINES
Deputy Chief Executive
Secondary Examinations Council
Newcombe House
45 Notting Hill Gate
London W11

Involving parents

Sir – We were interested to read Nick Wood's article (February 17) about the research at Sheffield University into parental involvement in children's reading. It seems that very few Sheffield schools are actively encouraging such involvement.

However, your readers may like to know that schools in the inner London borough of Hackney have taken up structured home-reading schemes in very large numbers. Indeed, a brief preliminary survey carried out last year by PACT (Parents and Children and Teachers) indicated that the majority of primary schools in the area have developed carefully thought-out parental involvement schemes.

Moreover, we are experiencing a huge and increasing demand from schools for information and INSET on this subject, the pattern of which suggests that these schemes are spreading rapidly across the Inner London Education Authority.

Incidentally, we are hoping shortly to try and gather further systematic information about the take-up and effect of such schemes in ILEA schools.

GRAHAM PHILLIMORE
ALICE HITCHIN
ALASTAIR KING and
BILL LAAR
on behalf of the PACT Committee
Hackney Teachers' Centre
Digby Road
London E9

Independent voice

Sir – We are very grateful to Christopher Price for his approving comments on our new monthly magazine, *Arts Express* (Diary, March 16), but would like to correct one important error. We are not, as he states, sponsored by the National Westminster Bank and the Arts Council. The NatWest has certainly given us a generous grant to help us get the magazine off the ground, and the Arts Council has promised a more moderate one-off grant to assist us with some of our initial costs.

For both of these we are, of course, grateful; but they do not in either case represent continuous funding, nor do they entail the kind of dependence that such an arrangement might imply. On the contrary, our ability to survive will depend on the support we get through the sale of subscriptions. We are, and intend to remain, an independent voice in our coverage of the arts and arts education.

JONATHAN CROALL
KEN ROBINSON
Arts Express
56 St John's Road, London SW11
London SW11

Video concern

Sir – It was most interesting to read Christopher Dunkley's comments about children viewing video nasties in "*Second Opinion*" (*TES*, March 16). He states that "Anyone who has dealt with classes of 11-year-olds will be able to predict the response when they are asked if they have seen video nasties." This raises a number of points. Those of us who regularly face classes of 11-year-olds are not quite so naive or indeed, arrogant as to subscribe to such an idea.

In my own research, "Children and Video Films at Home", reported fully in the *Journal of Educational Studies*, I made use of teaching staff who knew the children well; often the staff were class teachers. It was noticeable from the children's comments later that the children had taken the whole exercise seriously and, if anything, there was some reticence noted on the part of some of the children.

We then come to the matter of how the questions were asked. Dr Hill's method of asking the children to tick from a list of those films which they had seen is open to question (*"Video Violence and Children"*). This is certainly open to abuse, not least by a desire to give what might be thought of as a suitable list of answers.

In my research I asked the children initially to think of scenes from films which had "worried", "frightened" or made then "laugh" and, having focused their concentration on a particularly emotional part, I then asked them to write down the name of the film which produced this memory.

The viewing of video nasties was a very minor part of my study and, while 38 per cent said they had watched a "nasty", teaching staff reported a substantial number of children who did not actually know the term or its connotations.

Certainly my results for 9 to 13-year-olds accord reasonably well with Dr Hill's and, from the interest shown in my paper from all around the world, it would appear that there is universal concern which cannot be lightly dismissed as unwarranted simply because young children are known to "boast".

DAVID J HARTSHORN
Nonsuch Cottage
Bunkers Hill
Badby
near Daventry
Northamptonshire

One in four 9 to 13-year-olds claim to have seen a "nasty"

Reading purpose

Sir – The recent correspondence about the respective merits of various strategies for teaching reading ignores one important fact. If children have no concepts about the purpose and nature of literacy, then any method which proceeds as if they do courts failure. There is clear evidence that for many children literacy in school is a purposeless activity.

With this in mind a conference Making Literacy Purposeful is being held at Manchester Polytechnic this Easter. We hope the conference will help make teachers more aware of both the problem and some of the answers.

NIGEL HALL
Lecturer in Education Studies
Manchester Polytechnic

Letters for publication should be kept as brief as possible and typed on one side of the paper only.

The Editor reserves the right to cut or amend them.

LETTERS

Why Victorian values don't apply to inner city schools

Sir – As the last chairman of the governors of Stockwell Manor School, I was fascinated to read of the new amalgamated school, Stockwell Park (*TES*, March 16).

In particular, I enjoyed the comments of Mr Peter Herbert, of the London branch of the National Association of Schoolmasters/Union of Women Teachers. He appears to believe the answer to the school's problems is "a much tougher line". I suppose this lies in with the campaign that the NAS/UWT seems to be waging in London for a return to the cane in schools.

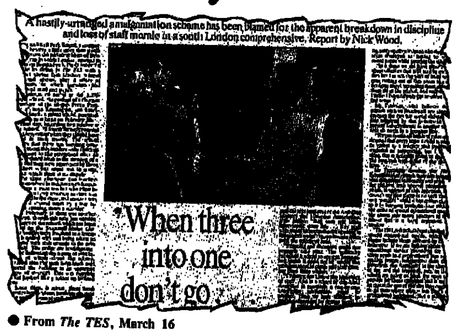
I am afraid I do not think a return to Victorian schooling methods in a school like Stockwell Park will be very efficacious. Indeed, I suspect that it is the return of the Victorian values of high unemployment and urban poverty to the streets of Brixton that underlies the problems faced by the new school.

In one of the last years in which I chaired the governors of Stockwell Manor, 75 per cent of the school-leavers came from one-parent families. This fact emphasizes the difficult task of education in a school in Brixton.

Recently I arranged a meeting between the Lambeth social services, the school and the Inner London Education Authority to discuss ways in which we can help. We have agreed to improve the social services liaison with the school and are hoping to appoint a school-attached social worker to aid the teachers in coping with the more difficult and disturbed pupils. Some of the difficulties displayed by pupils are often a manifestation of problems elsewhere. They will not be eased by glib talk of "tougher discipline".

I might add that the problems written about are perhaps not as bad as displayed in the article. They affect all inner city schools to some degree. It is unfortunate that Stockwell Park seems to have been singled out, and not for the first time, for media attention. One may wonder whether this is just part of a wider campaign by those who want to see a return to stricter discipline (and, of course, the cane) in London schools.

STEPHEN BUBB
Vice-chairman
Social Services Committee
London Borough of Lambeth



● From *The TES*, March 16

Late start

Sir – Your article on Stockwell Park school failed to reveal one of the major contributory factors to the school's problems.

I was teaching at Kennington School up until the time of its amalgamation. The schools in North Lambeth went through the normal procedures leading up to amalgamation but the final approval of the reorganization was delayed several months. This delay was not, as implied by Nick Wood, the fault of the Inner London Education Authority but was due entirely to inaction by the Department of Education and Science.

As a result the headteacher could not be appointed until March 1983, leaving a very short period for the staffing and organization of the new school opening in September 1983.

Under the circumstances, I consider the fact that the school opened a testament to the quality and dedication of the staff. It was inevitable that there would be problems this year, though many of the problems described in the article are not exclusive to Stockwell Park nor to London. Moreover, the stabbing incident can be shown to have no direct association with the school.

Finally, I would like to give my support to the fine work being done by the staff at Stockwell Park to salvage the children and the school from problems not of their making.

COLIN HAMER
539 Gander Green Lane
Cheam
Sutton
Surrey

Guiding governors

Sir – Governing bodies may be sleeping beauties (*TES*, March 2), but a "kiss of politics" is more likely to come from the Bad Fairy than the Handsome Prince. It is always tempting for reformers to demand "didactic national guidelines", but throughout its history the National Association of Governors and Managers has preferred to believe that the framework provided by the 1944 Act gives the right freedom for governors to develop their role in the light of their school, their community and their l.e.a. This is an important safeguard in the vital distribution of powers that secures education as a national service locally administered.

Define their role too stringently and you risk inhibiting governing bodies from performing effectively. Professor Kogan and his team have used their very considerable experience, (and a grant of, I believe, upwards of £100,000), to demonstrate that governors have a difficult task, and often confused about how to accomplish it, and are faced with many obstacles when they try. The Brent solution seems to lie in a change of heart among the professionals, imposed by DES guidelines.

My more optimistic research (which cost about a twentieth of theirs), showed that elected parent and teacher governors had a difficult task, were often confused about how to accomplish it, but with increasing experience, knowledge and confidence were beginning to overcome the obstacles they faced.

You pays your money and you takes your choice, but I can't help feeling a twinge of envy when I think of what NAGM could do with £100,000 to provide training and information for governors (and for the l.e.a.s) on how they can make schools accountable to the communities they serve, and act as defenders and sponsors of their schools.

FELICITY TAYLOR
Chair
National Association of Governors and Managers
10 Brookfield Park
London NW5

Lower levels

Sir – I was glad to see from Mrs F Rossington's letter (*TES*, March 9) that she does not subscribe to the fallacy that examining boards apply fixed pass rates to all subjects, irrespective of the quality of work. As she points out, award rates are higher in subjects which have a high quality entry.

Mrs Rossington is also correct in her understanding of how decisions on the award of grades are taken; I confirm that it is wrong to suggest that examining boards have predetermined pass marks which are applied each year irrespective of the difficulty of the examination.

As far as the JMB 1983 examination in physics (Advanced) is concerned, it is true that some sections of the papers proved to be difficult, as the published examiners' report explains at some length. Because of this increased difficulty, the minimum marks for the various grades were set at lower levels than in the previous year so that the award rates, particularly in the higher grades, remained very close to those of the previous year, as can be seen from the Board's published statistics.

The Board now publishes full details of the distributions of marks and the mark range for each grade in its examiners' reports and I hope that all teachers who prepare candidates for JMB examinations will observe for themselves how the system works in their own subjects.

COLIN VICKERMAN
Secretary
Joint Matriculation Board
Manchester

Work ethic

Sir – I would appreciate the opportunity of responding, in one specific area, to Anne Stevenson's very kind review of my article on *The Machine Gunners* (*TES*, February 24). She states that "teachers, earnest and committed as they are, seem to believe that the more they do, the more likely their pupils are to fall in love with books". The final sentence of my article states: "Finally, a belief stated explicitly and implicit in the whole approach, that learning is more important than teaching, and that self-motivation (ultimately the only kind) comes to pupils when they take responsibility for their own work, because they realize they are doing it for themselves".

What is important is not what I am doing, but what they are doing. Not only does the Protestant work ethic still have validity, but it has even more validity in these days of TVEI, CPVE, and so on. Here in the North-east it is almost a nonsense to talk of vocational training at precisely the time when there is virtually no possibility of any kind of vocation for the vast majority of my pupils. They know this, even if we don't.

What schools can, and in my opinion must do, is show pupils that work is not synonymous with a job, and that they are all capable of work of considerable value. The same sort of satisfaction my pupils gained from producing these poems, which Anne Stevenson acknowledges, can be gained from worthwhile leisure pursuits, from community service, from a sense of value in their own work in whatever sphere they choose.

To equate work values with employment is to condemn large numbers of people to a sense of personal failure, and raises the spectre of massive social discontent on a scale never before seen in this country. Surely we owe it to our pupils to give them something much more worthwhile than the remote possibility of a "real" job after a YTS Scheme. This something must be tangible now, and not just for the future. In other words, I am advocating a redefinition of the work ethic which does not contain within it the concept of *deferred* gratification.

KEITH BARDGETT
Deputy Head
Monkseaton High School
Whitley Bay
Tyne and Wear

Management aid

Sir – The National Development Centre for School Management Training was set up in Bristol University School of Education last September as a joint project by the university and the South West Regional Management Centre.

One of the NDC's functions is to provide access to the ever increasing amount of documentation on school management. To build up a computerized resource bank from scratch takes time; and comparatively little material is in published book format.

We would welcome the help of teachers and l.e.a. advisers who have produced training material or written about school management issues at levels ranging from brief essays or unpublished articles to higher degree theses. Some may even have produced bibliographies on specific topics, which would be most useful.

Areas of particular and urgent interest include: industrial management skills and their application to school management; primary staff development; management of curricular innovation and development; interpersonal relations and management.

Anyone who can help should contact us with information, preferably including a brief abstract.

CYRIL POSTER
Deputy director
National Development Centre for School Management Training
35 Berkeley Square
Bristol

Activity Centres

Myth making

Sir – Christopher Price in his Diary (March 16) writes: "We fail to discuss the philosophical differences between Wigan education and MSC training. Education, I explain, has an open curriculum, training a closed one."

This is epigrammatic nonsense. I will set Mr Price an examination question: "Compare and contrast the training of teachers, of doctors, of social workers, of textile designers with the education of English scholars, Latinists, historians or mathematicians."

I am not at all sure that I understand what an open curriculum is but I am pretty sure that a good deal of the school curriculum in this country is somewhat constraining. I have talked with YTS trainees who are eloquent in the perception of the differences between the rewarding experience of the training they are now getting by comparison with the directed tediousness of the education previously given to them. I am also aware of the beneficial influence of MSC philosophy in broadening and liberalizing educational curricula, such as through the Open Tech Programme.

In his dictum about education and training, Christopher Price demeans work and the professions and perpetuates a myth that has done a great deal to isolate and insulate parts of the world of education.

Come off it, Chris! Surely you are not so desperate as all that to find sticks to beat the MSC with?

DR GEORGE TOLLEY
Head of Quality Branch
Manpower Services Commission
Training Division
Moorfoot
Sheffield

Shocking the complacent

Sir – While agreeing with the basis of Anne Stevenson's article on creativity one or two things she said did trouble me.

As a teacher and as a visiting "Poet in School" myself, I would agree that you can overdo the creative writing experience. Often, I have found, the most popular of my visiting sessions in both secondary and primary schools have been straight readings – I read, they listen!

In a way this ties up with Anne Stevenson's comment that her best received lessons were the lunch-time grammar sessions. Of course they were! In the same way that the maladjusted pupils at my school will happily sit for hours with page after page of traditional maths. Because it is safe, because it's secure, because it's unthreatening.

My poetry readings, the columns of maths, Anne Stevenson's grammar lessons, all have their place, yet there comes a time when you have to extend, to pressure, shock of drag children out of their complacency. Creative writing can so often fulfil the role:

PHILIP CARRADICE
Deputy principal
Meadows School
Tunbridge Wells

Taxing day care

Sir – With the Inland Revenue deciding to treat employer-provided nurseries as a taxable benefit, under a new interpretation of the 1976 Finance Act, the provision of day care supply will once again be highlighted.

At present a small but useful minority of nurseries are provided by employers on behalf of their staff but this new taxation can only quicken the demise of this type of arrangement.

Day care provision is primarily used by one parent or social priority families. The Government appears to have no policy for helping the growing number of single and working parents whose working hours are not restricted to the normal 9am – 4pm educational working day, with school holidays creating a further burden.

Now is the time to press for an integrated service for children under five. It should come under one government ministry – not divided as it is now between the DES and DHSS. In addition, special tax benefits should be given to companies to encourage them to provide full provision for their employees.

SUE WATTS
Nursery teacher
37 Talbot Road
Bayswater
London W2

Day care: threatened by the Inland Revenue.

TALKBACK

Pastoral PGCE

PETER BROWN

The findings of a survey carried out by the National Association of Pastoral Care (*TES*, March 9) that pastoral care is neglected by teacher trainers prompts me to describe briefly an elective course which forms part of the PGCE course in the University of Nottingham.

The course, "The Young Person in Society", is not specifically about pastoral care systems in schools, but these are discussed as part of a much wider consideration of the problems of the personal development and socialization of young people in present day society.

Broadly, the aims of the course are: to examine how young people take their place as adults in contemporary society; to consider the relationship between education and growing up, particularly during adolescence; to examine the special problems of young people in society; and to consider how an understanding of the process of adolescence and of the place of adolescents in society bears on the teacher's role.

The course is staffed entirely by visitors from the professions related to education, and a number of other people who work with teenagers make themselves available to the personal approaches of students.

Visitors include two social workers, one a specialist in "intermediate treatment"; two police officers, one the head of community affairs, the other the head of the drugs squad; two careers officers, one a specialist in the problems of unemployed teenagers; a comprehensive school teacher who is involved with courses for pupils who will face unemployment; a headteacher and a deputy headteacher from two hospital schools; the deputy principal of a community home with education; the director of Alcohol Problems Advisory Service in Nottingham; the director and resources manager of Nottingham Youth Action (which is concerned with disaffected adolescents); two teachers from the Nottingham Language Centre (which is concerned with the linguistic problems of ethnic minority pupils); a school counsellor; a probation officer; three clergymen; and a field officer of Frontier Youth Trust.

As part of the course, each student is required to undertake a long study on some specific aspect of socialization and most students include in their studies fieldwork either in school or in the community. Popular areas for investigation include various aspects of delinquency, adolescent culture, including popular music and teenage magazines, pastoral care in school, ethnic minority pupils, the Church and young people, sexual and personal development in adolescence, addictions to drugs, alcohol and video-games, the education of children in hospital and the problems experienced by pupils at the point of transfer to secondary education.

The course is very popular with students; this year it attracted about one-third of the intake to the PGCE course, and in the students' own evaluation of the PGCE course in 1983, they said of it, "it was excellent", "it should be compulsory for all PGCE students", and "it should form the core of the PGCE course".

Dr Brown is lecturer in education at Nottingham University.

Language of punishment

JOHN GAINE

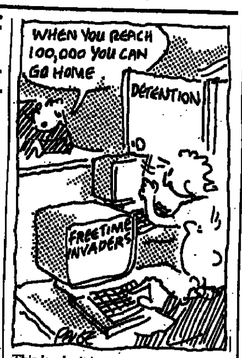
"Every teacher is a teacher of English," is the dictum, but many teachers make the job of teaching English in schools more difficult by imposing extra written work as a form of punishment. I would argue that the widespread practice of setting an essay – little more than lines in modern dress – has a negative effect on the student's development as a language user greater than whatever short-term improvements in behaviour are to be made.

The explanation is not obscure. Current orthodoxy in English teaching suggests that if learning is to be enhanced, children's writing must be done with at least some degree of interest. Phrases like "allowing students to establish links between their experience and the outside world" are used. Even more everyday kinds of writing, it is held, should be seen as meaningful and related to some shareable goal. But when a lad has to fill a sheet of A4 on the subject of why it's not a good idea to be silly in the main corridor when he is in fact wholly convinced that the opposite is the case, then his commitment is going to be less than total and whatever insight he may gain into his stupidity may be very short-lived.

The issue is not so much whether such an approach works but rather how much damage is being done to his willingness to write by an accumulation of these writing tasks. That they do not necessarily take place within the confines of the English classroom is quite irrelevant.

Nothing could be more meaningless than the old business of doing "lines" but at least lines had the advantage of readily being seen to be senseless by the student: in fact this was supposed to be part of the point. The modern "essay" is in a way more deceptive because it is dished out under the guise of purporting to do the offender some good. But the punitive and retributive context in which such work is set, often signified by the teacher's total lack of interest in the end result (I have seen colleagues tear them up and throw them unread into the waste-paper in the presence of the authors) is hardly the right spirit in which to write.

You don't have to be a Pavlovian to see that under such conditions writing can only too easily become equated with the tedious and the meaningless.



This is why it is a matter of concern to the English teacher.

Educationists sometimes talk as if there was a split between on one hand the student's behaviour and on the other the rest of his learning. This dichotomy is at best a theoretical construct. When he sits down to some proper writing in English or for that matter in any other subject, his involvement and therefore his attainment is going to be determined by the rest of the writing he's done at school and that of course includes essays set as punishment. From an organizational point of view, it would be nice if people were more discriminating in their reactions, but they aren't.

The student who incurs retributive written work is often the one who also has problems putting pen to paper. Remembering that there is a connection between behaviour and learning, it will be seen that the use of the essay as punishment is precisely what such a student doesn't need. It reinforces negative feelings towards extended writing, associates it with tortuous effort, and erodes the chance of motivating him.

So what's to be dished out instead? Sums? French irregular verbs? The nicknames of Haydn symphonies to be learnt by heart? You can just hear the howls of protest from the departments concerned. Maybe the whole idea of imposing extra work as a sanction ought to be reconsidered because of its alienating effect. Failing that, if you must employ it, remember that it's too often left to the English department to pick up the pieces afterwards.

John Gaine is an unemployed teacher of English.

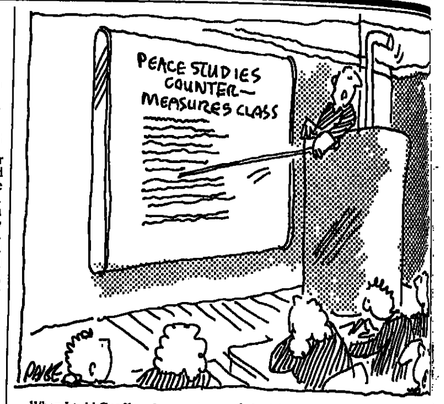
Dear Sir Keith . . .

NANCY McALLISTER

Dear Sir Keith – I read in a newspaper the other day that you had asked parents to write to you about peace studies in their children's schools. Well, I want you to know that I am grateful for your concern and I take my duties as a mother most conscientiously – so I asked my son, Charles (age 14 and in the third form of our local comprehensive) whether he is being indoctrinated with anti-war propaganda. He told me he had had several lessons in RE about things like "love thy neighbour" and "turn the other cheek" and it all sounded pretty peace-loving to him. But my husband, Geoffrey, says that schools have to teach religious education – by law. Is that true? If it is I'm sure you're putting your mind to getting that law changed.

I though I should canvass parental opinion more widely than just our household, so I rang my friend Marge who has three children at the local comprehensive. She said she didn't know anything about peace studies, but they are having a lot of practical conflict studies in their home because of the hassle over packed lunches. I don't know if you are aware of it, but school dinners nowadays seem to consist of nothing but chips and baked beans – or just chips. Charles says he thinks they do sausages, but evidently they only do enough for those at the front of the queue and he's never actually had any. So most mothers around us are now making packed lunches of brown bread sandwiches and yoghurt and fresh fruit. But Marge's kids say why can't they have chocolate biscuits and crisps like their friends? Hence, the conflict.

I rang another friend, but she didn't have time to talk because her son is off school with another cold. Her theory is that he keeps getting colds because the school doesn't have coat pegs or lockers and it's very difficult to persuade children to wear coats or macs to school because they don't like carrying them around all day. But personally, I think the colds have more to do with the leaking roofs on two of the classrooms in the old annexe which the school told us years ago they were going to close.



When I told Geoffrey I was going to write to you, he said that if I write to a Cabinet Minister I must not fill my letter with my usual digressions – but it's very difficult because the other parents I spoke to about peace studies all had something else to complain about. Like textbooks. One of my friends – who practically never reads a newspaper – thought I mean "piece" studies and started going on about all the pieces of paper the children bring home instead of proper textbooks. Her daughter lost one of her bits of duplicated paper and was nearly in tears last night because she couldn't do her homework without this vital scrap.

I said I knew just what she meant because when our daughter was in the sixth form she had to share her textbook with two other pupils and I ended up running a nightly textbook taxi service. It got so bad when she was preparing for her A levels that I got a big bag of fivepence pieces and went down to the local post office and photocopied all the pages of the textbooks, she said she just had to have. There I was – in the middle of town on a Saturday morning – openly breaking the law in front of an impressionable teenager.

I've always wondered if all the trouble over textbooks had something to do with the fact that her A level grades were so much lower than the school had led us to expect from her – and not up to the conditional offers she had had from universities. Still, she's quite happy on her kibbutz in Israel.

Next day: I couldn't finish this letter yesterday because I had to clean up and buy Charles a new pair of rugby shorts. He says it's not his fault without lockers for their belongings lots of boys lose things.

But he also had some news about peace studies. They have a video club at school and yesterday's film was, according to Charles, definitely anti-war. It was all about Sylvester Stallone as an ex-marine who went mad in Vietnam. According to Charles, most of the boys in his class believe that every American who fought in Vietnam ended up going mad and coming back to their home towns and starting robbing liquor stores and shooting people – or became vigilantes and shot people. But I'm not clear as to whether video club qualifies as part of the peace studies curriculum as it's during lunch break and the pupils pay for the film themselves. And, anyway, from what Charles said, most of the boys' ideas about Vietnam came from television films they've seen at home.

I wonder, sir, have you ever thought about investigating the BBC? I mean, some of the things they show on the news from the Middle East and Central America are enough to turn my body off war.

Yours sincerely,
Nancy McAllister (Mrs)

AXEGRINDER

Inspectors and advisers come in various guises. The helpful sort, usually in close contact with the local authority chalkface, run in-service courses and regularly come into schools to encourage, advise, and for "initiatives" on pre-vocational courses, equal opportunities, whole school policies on collaborative learning, mother tongue teaching, handwriting or whatever.

Some dispense patronage. Likely candidates for advancement soon find themselves on management courses, working parties and other fringe activities. One particularly odious local adviser openly declares his preference for "pretty girls and young men with the right ties".

Another style of inspector is like a seed catalogue: full of colourful promises, but when the question of resources rears its ugly head, he never quite comes into full bloom. "Well, perhaps I could squeeze a point 2 . . . but you'd have to release some of your multi-ethnic funding. Oh no, not a hope, you've bled them dry already."

Our "early years" inspector is a different kettle of fish. A large tweedy person with a big silky bow flopping over the ornamental bauble on her lapel, she strikes you as the sort who might breed champion poodles. In the educational sense, she does, for she is devoted to her "wonderful girls" (by which, of course, she means the infant and nursery teachers in the authority). They do need looking after, you know, they're so young . . . but worth their weight in gold. Carefully nurtured with care, they blossom into women who know how to

also get a big kiss. But heaven help she who dares to change the "structure of the nursery day", for in this fief there is but one approved approach.

At Culture and Anarchy Comp, inspectors of this ilk simply cannot understand why they are not similarly welcomed with open arms: the hostile reactions of the radicals on the staff are deeply wounding. More suited to the managerial intentions of the head (and to her clutch of deputies and directors of this that and the other), is an HMI in his slick lightweight suit and "executive" hair-do. Proffering worldly advice on committee structure and terms of reference, he seems to have had special training in the mellifluous utterance of complete and almost totally contentless paragraphs. A representative of a new breed, apparently much favoured these days, he too sits uncomfortably among the mess and squalor of the average urban comprehensive.

A clone of this type is rumoured to carry around a microcomputer in a special briefcase – for "notes" and "reporting back", though she/he would be foolish to leave it unattended in the back row at C and A. Can one imagine these sanitized beings ever having rubbed shoulders with a chalky

blackboard, or mucked out the "staffroom" after some vigorous *papier mâché*?

Other inspectors/advisers attempt to make their mark through advancing pet ideas. Aspiring teachers dare not refuse pressing invitations to courses, meetings and working parties, on classroom aesthetics, triple mounting, weaving, profiling, the multi-cultural. Wendy House and even technology 5 to 8.

But all types find themselves increasingly meeting out less advice and rather more control. Willy-nilly, have they not become important instruments in educational retrenchment? Each time a school is closed or amalgamated, the "advice" of the inspectorate is sought. Even HMIs have their doubts about this aspect of their role. They know they're being used politically and some of them may not like it. They hanker for human contact . . . would like to be seen as "people – not as anonymous faces" and resent being given tasks which damage carefully developed "relationships".

But can the essentially authoritarian role of inspectors be disguised? British public life has always been concerned with "keeping the lid on" . . . and the nineteenth century pioneers were careful to check that the concerns of teachers did not "spill over into social refractoriness" . . . that would never do. And is it entirely coincidental that one of the few things that seem to be growing in education is Her Majesty's Inspectorate (along with the Manpower Services Commission)? Every week, the pages of the educational press seem to carry ads for yet more specialized HMIs.

Doctors and lawyers don't have HMIs, nor indeed do universities (yet). These people would no doubt feel that they are quite above such scrutiny, perhaps seeing themselves as the dispensers of advice. But polytechnics have them, like schools and FE. So do prisons, and probation

FEATURES

A hard Act to follow

A year after the 1981 Education Act came into force, the needs of most of the children it was supposed to help are being submerged under a welter of bureaucracy, says Margaret Peter

It was predictable that the wider intentions of the 1981 Education Act would not be realized. The broader aims of the law were to integrate more children with special educational needs into ordinary schools; to help the estimated 18 per cent of children with mild learning difficulties that are not sufficiently severe to warrant the protection of official statements drawn up by local authorities to specify the remedial or other additional help they should receive.

By allowing the Act to concentrate on time-consuming and costly procedures of assessing and making statements for the estimated 2 per cent of children with severe or complex learning difficulties, and at the same time refusing to give extra money for meeting the law's demands, the Government has virtually ensured the Act's wider intentions go unmet.

Most local education authorities have been wilting under the pressure of the Act's bureaucratic demands: taking on new educational psychologists, advisers and administrative staff where they can, stretching personnel to near breaking point where they cannot, conscientiously trying to tackle their new duties. Other l.e.a.s are still wondering what kind of creature was let loose among them in April last year, examining it warily from a safe distance and wishing it would go back to the quagmire where – they say – it belongs.

Hereford and Worcester and the London borough of Hounslow are among those l.e.a.s which have not yet begun to implement the procedures, although they will do so shortly. Few, if any, are likely to meet this week's deadline for completing statements of needs for children who were already receiving special education treatment when the Act came into force.

Two examples illustrate the extent of the new demands. In the Inner London Education Authority, the number of assessments is expected to double to 1,700 because of the new statutory duty to re-assess children in special provision at 13½ to 14½ years of age. Hertfordshire, with 3,500 statements to prepare for children already in special placements and 531 more for children newly identified so far as requiring statements of their special needs, has been able to complete fewer than 600 to date.

Thus, local authorities vary widely in their response to the 1981 Education Act. On some of its characteristics, however, they all agree. The creature has a voracious appetite for paper in all forms. It takes a long time to goad into action and it needs far too many educational psychologists, teachers, administrators and other staff to keep it up to scratch. They also fear it may bite the hands that feed it. As one administrator said recently, "If anyone appeals against our decisions under the Act and finds that we haven't followed the legal procedures to a T, we could fall down like a house of cards."

Despite the pressures of the Act, a few l.e.a.s are taking an independent stand. How far, they ask, should the needs of the 2 per cent minority be met at the expense of resources for the wider group of children with special needs?

Arguing for the principle of the greatest good of the greatest number, Oxfordshire has decided on a policy of assessment for all, and statements for none, in its ordinary schools (where the level of support for children with difficulties is unusually, though not invariably, strong). Mr Tim Brighouse, chief education officer, and his staff are determined to spend money on integration rather than "dissipating resources on bureaucracy in order to comply with the Act". They are restricting statements of special needs largely to children still in special schools. But children with moderate learning difficulties, previously termed ESN(M), who form most of the 2 per cent and who would earlier have gone to special schools or units, are now being integrated into ordinary schools without the protection of statements.

"We do not want, throughout our schools, a growing number of children who have statements, with all the legal implications these entail, while other children with special needs do not," Mr Brighouse explains. "We want to use our resources to ensure maximum integration, multi-professional assessment with parent involvement for every child who needs it and the right of appeal for all of the parents if they do not like the provision being made for their children."

But is Oxfordshire, and any other local authority interpreting the 1981 Act in this way, breaking the law and are they exposing children with serious learning difficulties to the risk of spending

As cuts bite deeper they have a disturbing way of hitting children with learning difficulties

cuts in one or more years' time? Advice on the answer to the first question is still awaited from the Department of Education and Science. The reply to the second will depend considerably on money allocated to local authorities by this government or the next. As cuts bite deeper into education (not to mention the threat of rate-capping) they have a disturbing way of hitting provision for children with learning difficulties in the mainstream: remedial teachers and ancillary staff, for instance. Some l.e.a.s also have the uneasy suspicion that the number of children on whom they maintain statements under the Act may in future affect the level of their rate support grant from central government. If so, authorities like Oxfordshire, with a minimum-of-statements policy, will lose out.

In Cleveland, the l.e.a. is trying to find a compromise. It is doing its best to respond to the Act's wider intentions, but not at the risk of leaving any of the 2 per cent exposed. "Many children with moderate learning difficulties go into the mainstream, but we want to ensure that the remedial support plus annual reviews in the ordinary school are safeguarded for them and for the most needy among the 18 per cent too. We are making sure that they are given statements of needs even if this increases the number of statements we make," says Mr Tony Webster, Cleveland's assistant education officer for special education. Other l.e.a.s, with a similar policy, expect the percentage of children on statements of special needs to double to 4 our 5 per cent.

Where l.e.a.s argue against "statementing" children with moderate learning difficulties in ordinary schools, parents needs to assess the risks of "buying" integration at the expense of statements protecting the provision made for their children's needs. Yet it is precisely this group – unlike the more organized, informed, articulate parents of children with severe learning difficulties – which is least likely to assert itself and which may need help.

Voluntary organizations like the Children's Legal Centre, the Advisory Centre for Education, and the Centre for Studies on Integration in Education could offer advice and support. But few parents take the initiative, though three self-advocacy groups for 16 to 19 year olds with moderate learning difficulties have been set up experimentally by the Voluntary Council for Handicapped Children.

A national advisory committee for children with special educational needs is the subject of a DES-funded working party whose report is due out in May. The committee's composition and terms of reference should acknowledge the needs of these children with moderate, and milder, learning difficulties who form the majority of the wider group the Act is intended to serve.

Not that it is only this group of parents who seem slow to use their rights under the Act. Relatively few others have done so to date. Failure to understand the new law, apathy, satisfaction with the status quo or the offputting approach of some local authorities may all be reasons. Many local authorities, like Derbyshire, have tried nobly to produce comprehensible guides to the Act for parents and letters purged of officialese but, as one assistant education officer admitted recently, "We still have a lot to learn about humanizing our official documents and working with parents."

If campaigners like ACE, the CSIE and the Children's Legal Centre could join with concerned parents, teachers, school governors and others to see that all children with moderate learning difficulties, like others with special needs, are protected by statements when attending ordinary schools they might also be helping yet more children among the 18 per cent. While the number of statements does not reflect the level of resources available in the ordinary schools, special provision (at whatever level) which is recorded in writing under the Act is likely to be safer from future spending cuts. Once carefully defined in statements these special needs should ensure a solid core of extra staffing and other resources for the minority. It could also, when intelligently organized, bring a spin-off in remedial support for the 18 per cent and encourage more integration to take place.

At the end of the first year of the Act, goodwill and good intentions towards the 18 per cent are undoubtedly there, but the extra staff, the strengthening of other resources and the rethinking of the ordinary school curriculum are lagging behind. While recent increases in support teachers, special needs departments and posts of responsibility in the mainstream, modified curricula and in-service training are all steps in the right direction, their traces on the wastelands of low achievement are still faint. The Inner London Education Authority and Manchester, which began building up support services well before the Act, authorities like Hereford/Worcester and Cheshire which are expanding their peripatetic remedial services and Coventry with its recently developed programme of in-service training and support for teachers in primary schools are more the exception than the rule.

Enthusiasm for integration is far from country-wide. There are imaginative and enterprising responses to integration in individual schools, growing links between ordinary and special schools and a rapid growth of in-service special needs training for teachers in ordinary schools. But too few l.e.a.s show signs of long-term, systematic and wide-scale planning to accommodate more pupils in the mainstream (especially disruptive ones). Some authorities have a higher percentage of children in special provision than they did two or three years ago. In the ILEA, for instance, where there has been a slight rise from 2.8 per cent of children in special education in 1980 to 2.9 per cent in 1983, the increase relates to the expansion of special units attached to ordinary schools. The national average is 1.8 per cent.

Reluctance to integrate is not confined to administrators faced with the challenge of dismantling a segregated system developed over more than half a century or to teacher bodies concerned about redeployment or loss of jobs. Parents, too, are divided. The signs indicate that parents of children with marked sensory impairments and of pupils already in their teens are

'We still have a lot to learn about humanizing our official documents and working with parents.'

more likely to keep to segregated schooling. The head of an Essex school for the physically handicapped recently found himself confronted by agitated parents who feared their children would be transferred to ordinary schools after re-assessment at 13-plus. By contrast, parents of pre-school and young school-age children, especially those with Down's syndrome, are opting for integration and – if they push long and hard enough – are getting it. Groups like Family Focus in Coventry and the newly formed Parents' Campaign for Integrated Education in London reflect the growing trend. Some parents, though, may be thrusting their children into the mainstream without assessing its quality and trying to avoid assessment at all costs on the assumption that incarceration in a special school will inevitably ensue.

One year is too soon to judge the effectiveness of the Act in promoting integration or in helping the 18 per cent – let alone to judge the wisdom of the Oxfordshire interpretation of the law. Given more time, determination and resources, l.e.a.s may enable the Act to overcome its handicaps and succeed in harnessing it to serve *all* children with special educational needs. But progress should not take too long. Enthusiasm for responding to the Act may diminish as new laws, new directives and new priorities arise. Potentially the statute offers a better deal for all children with special needs but – on present reckoning – it is a hard Act to follow.

Margaret Peter is editor of Special education forward trends.

FEATURES

London's pride

Holland Park school, once London's showpiece comprehensive, was commended in last week's Hargreaves report for its approach to the common curriculum. As Virginia Makins reports, it has deliberately avoided making its fourth and fifth years more vocational and by limiting option choices it has dramatically increased the numbers taking subjects like music

Holland Park school opened 25 years ago, as one of London's enormous showpiece comprehensives. It had excellent new buildings on an almost rural site bordering the park. Its catchment covered an enormous social range, and included famous Labour politicians, such as the then Anthony Wedgwood Benn, who sent their children to the school and increased its visibility and fame.

By the late 1960s, the fame was turning to notoriety. The school had started with full grammar school trappings and a rigid banding system, which did nothing to overcome social divisions and aggro. High staff turnover was a real problem (as in all city schools at that time), and the general turmoil was intensified by late 1960s' radical chic, enthusiastically adopted by bright Holland Park students.

The school settled down in the 1970s, helped by staff stability and – according to teachers who were there – by the introduction of a strong policy of mixed ability teaching. The curriculum and organization stayed pretty conventional, with 14 subject departments, and not much communication between them.

At the fourth year stage, students chose from the usual wide range of options. There was a compulsory core of English, mathematics, science and social education. But it was easy for students to end up with a very unbalanced diet, and whole areas of the curriculum left out.

The option system helped to reinforce sexist divisions – boys in physics, girls in biology. It made it easier for subject departments covertly to exclude students. Even in the core subjects, so a science teacher said: "We'd tell the volunteers: 'follow the recipe and you'll get your exams.' Then we'd worry about the others as discipline problems, rather than worrying what they were getting out of the course."

Then, three years ago, the school faced amalgamation with two single-sex schools on the other side of the social tracks, whose rolls were steadily dwindling – Ladbroke girls' and Isaac Newton boys'. The schools were lucky – appeals against the merger succeeded in delaying it.

The delay gave an extra year for the staffs to get together and plan the new school. When every teacher had to reapply for jobs in the new school, radical change was possible. There were endless meetings. Teachers of creative arts in the three schools settled down to planning based on the Gulbenkian report, maths teachers had Cockcroft to focus their discussions.

And the general bitterness caused by all amalgamations was slightly lessened: "We got to know each other well enough to minimize bad feelings about competing for each others' jobs, and started to blame the employers, rather than each other, for difficulties."

They ended with a totally new organization. Instead of subject departments, teachers were grouped into three faculties. One included craft design and technology, maths, science, and bits of home economics. Another took in English, languages and humanities. A smaller faculty covered creative arts and physical education. All students were to take courses in all three faculties until the age of 16. "I started by proposing about eight faculties" said the head, Dr Derek Rushworth. "But people said that was neither one thing or the other."

There was also a big Pastoral and Learning Support Service, with wide-ranging responsibilities. As well as the normal pastoral jobs, and responsibility for pupils with learning or other difficulties, they were in charge of a "pastoral curriculum", including careers, computer awareness, study skills, health and social education (taught mainly by tutors in a weekly one hour period of tutor time).

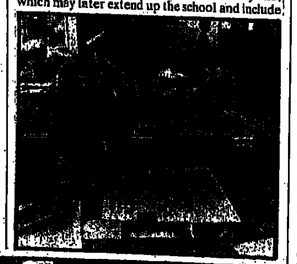
The amalgamation happened last September, and went fairly smoothly. (The new school has 1,600 pupils.) Now the teachers are working flat-out on the curriculum development involved in the new system. People are concerned about the dangers of burn-out: "I'm worried that people will get very tired and irritable," said Dr Rushworth. But already, the senior teachers see considerable benefits. On the pastoral side, tutors who used to have to deal with umpteen subject departments now deal through the year coordinators in the three faculties.

Within the faculties, there has been an enormous amount of cross disciplinary discussion about curriculum and teaching methods. In the time set aside for school based in-service training, teachers have been introducing others to their disciplines.

"It makes us much more accountable," said Brian Oppenheim, a design technologist and deputy head of the CDTMS faculty. Teachers who used to shelter behind their specialisms now have to explain what they do and why. "We're in a better position to make real improvements, rather than fiddle about with minor changes in one subject," said Oppenheim.

Maths teachers in the faculty are planning extensions of their materials that can be used in CDT and science work, and promote practical use of maths. Chemists, technologists and mathematicians are becoming aware of the different ways they use ideas about ratio – which may help to clarify the concept for students.

Interdisciplinary team teaching is beginning to develop in some areas. An integrated humanities course is being developed for the first three years, which may later extend up the school and include some English. There is a new integrated first year course in music, dance and drama.



At the fourth year stage, the option system within faculties has dramatically altered takeup in some subjects. Instead of 90 students taking CDT, the whole year group of 270 is now doing it. Last year 19 fourth years chose to do music, this year 94 did.

"We've done more talking in the past six months than we had in the last 12 years," says Henry Smith, head of the CDTMS faculty. Senior teachers are beginning to come in and observe each others' teaching, with an immediate eye to sexist bias but with obvious potential for other improvements.

Students have apparently reacted well to the narrowing of option choices. There have been complaints from students that there are no computer studies before the sixth form. (Instead, every student will have seven hours a year for five years of a flexible computer awareness course, that will be able to change with the rapid developments in new technology much more easily than the more rigid exam syllabusses. Computers are also beginning to be used across the curriculum, in maths, science, CDT, English, geography and music.)

Remarkably few of this year's fourth years have wanted to change their choices. "Under the old system, several students came back after a few weeks saying the course wasn't what they expected, and they wanted to change," said Sheila Madgwick, one of the deputy heads. "Then they often couldn't get onto the courses they wanted. This year we've had very few requests for changes."

"It's a balancing of freedoms – we've sacrificed freedom to choose at 14 for more freedom of choice later on," said Henry Smith. "No pupil's future chances will be ruined by mistaken opting out of important areas of learning," says the booklet on fourth year choices.

Dr Rushworth believes that standards and the quality of teaching improve when a subject becomes compulsory. He says that under the old system, results were better in the core subjects. "If you make staff teach everyone for five years, they jolly well have to learn how to do it."

Senior teachers at Holland Park are dead against the moves to make the 14 to 16 curriculum more vocational. They do link with the local FE college to provide BEC and City and Guilds courses for fifth years. But they were happy to abandon things like computer studies and business studies. "We reject anything that forces students into narrow options at the age of 14," said Sheila Madgwick.

The Holland Park scheme is much too new to begin to assess results. It will be particularly interesting to see how well the new mix suits and motivates the less academic students. But it is already clear that they have invented a structure that should promote continuing development and evaluation, and that will make it easier to see [illegible] in terms of students' whole experience [illegible] in individual subjects.

FOURTH YEAR OPTIONS:

Faculty of CDT, science and mathematics
Every student does:
Science (General science, leading to a choice of specialist science courses towards the end of the fourth year).
Mathematics (including computing).
CDT (choice between four options with different emphases: technology and electronics, graphic design, craft).
Various courses include bits of the old home economics specialism, under headings like "food science" and "fabric science".

Faculty of Creative Arts and PE
Students choose two courses from:
Music
Physical Education (including dance)
Theatre Arts
Visual Arts (including textiles and photography)

Faculty of Languages and Humanities
All students do English (including literature) and two from:
French
Spanish
German
Arabic
Geography
History
Social Studies
Media Studies
All faculties keep students in mixed ability groups for as long as possible, and try to delay choices between GCE and CSE exams. The "pastoral curriculum" – careers, social and health education, computer awareness, study skills – continues through the fourth and fifth years.

FEATURES

Clwyd's joy

Clwyd's TVEI showcase school, on the other hand, has gone some way already towards the half termly units and active learning styles proposed by Hargreaves. Bob Doe and Mark Jackson report from the North Wales comprehensive where this year 80 per cent of the fourth form opted for a series of nine-week practical and technical modules instead of the traditional curriculum.

The Technical and Vocational Education Initiative came as a Godsend to the Abergele comprehensive, Emrys ap Iwan. Not so much for the money, though that is as welcome in low-spending Clwyd as anywhere, but because it provided the convincing reason for radical change.

The change is not simply in organization and content but in the whole approach to learning. The objectives happen to coincide with those of the TVEI, but they go a long way beyond it; the Government programme and its glittering resources are being used to persuade parents, pupils and many of the schools' staff to join in a daring pedagogic leap that is more to do with the philosophy of comprehensive education than the supply of vocational skills.

Before the TVEI had even been heard of the school's planning committee had unanimously agreed that too many pupils were following irrelevant courses, entering for inappropriate exams and being ill-prepared either for working life or continuing education.

After a merger between a grammar and secondary modern, the school became a comprehensive in the late sixties, though for much of the decade that followed there were few signs of that. Even RE was taught in streamed groups, and, it is said, some of the ex-grammar school teachers openly boasted of never setting foot inside the part of the building that was the former secondary modern.

Moves towards a more common approach were helped in recent years by the creation in Wales of several common syllabuses for O level and CSE, but in 1982 at Emrys ap Iwan, a radical change was proposed in the curriculum of 14 to 16-year-olds.

Its main purpose was to give pupils in this age group a greater sense of involvement in what they were learning; an experiential, "learning by doing" approach which put greater responsibility onto the pupil for what he or she learnt.

"Option systems are too often the result of political negotiations between teachers," says Gareth Newman, the headmaster. Instead of meeting the needs and interests of teachers, the curriculum should try to respond to pupils' wishes. And thus was the new modular curriculum born, with the Manpower Services Commission coming along in the nick of time with £60,000 to enable it to thrive.

The exam results and reactions of pupils in previous years made it clear that, for many in Abergele, 14 was too early to make irrevocable option choices. Many were embarking on two year courses in which they quickly became disillusioned and often asked to change after about six weeks. When forced to continue, as by then change was usually out of the question, many virtually gave up, did not bother to take the exam and seemed to get little out of the course.

Under the modular scheme pioneered by the fourth year last September, pupils can choose two optional courses every nine weeks – a total of 8 modules a year – from a list of 19 courses. These modules account for a third of the timetable, the rest being taken up with compulsory core of English, maths, a humanities subject (history, geography, or understanding industrial society) a science and a subject from the design and technology faculty (which includes music and home economics).

The modules offered included the obviously technical and vocational ones of business studies; computing; microelectronics; information systems; management studies; practical office skills; robotics; technical graphic art; typewriting and word processing.

But fourth-formers could also opt for nine week courses in conversational French, Spanish or Welsh; electronic music; leisure; mass media and photography.

The core is fitted into 23 lessons a week, leaving 12 periods – four full afternoons – to be split between two modules. An alternative traditional options scheme is offered for those pupils who do not wish to take the modular approach. This enables those who wish to study one or two foreign languages, and extra science or humanities subjects.

The choice between the modular curriculum and the traditional one is entirely free for all pupils, though it is put in rather loaded terms. Third-years were told last year they could opt for the "standard curriculum" or "the technically and vocationally biased curriculum which is supported by the Government, CBI, TUC and Manpower Services Commission."

In retrospect, Gareth Newman admits this was "going over the top a bit" though as he points out, when the options booklet was drawn up there was no certainty that even a single pupil would opt for the modular approach. In the event, his bold prediction to the MSC that "80 per cent might not be too high an estimate" turned out to be remarkably accurate.

Of the 242 going into the fourth-year, 201 opted for the nine-week TVEI options and 41 for the conventional academic scheme. Though these proportions may be remarkably close to the 20 per cent grammar school, 80 per cent secondary modern split, Gareth Newman says the division is not along ability lines. Several low ability pupils insisted on conventional options against the advice of the school, many of the ablest opted for the modules, though a number of the brighter girls had clearly taken the traditional route for language courses.

Clearly, most parents and pupils are keen on the new technology bias. However, Barry and Jenny Davies, who both teach geography in the school, were relieved when their son Mark decided not to join other high fliers on the modular courses. They accept that there is a need to provide something of this sort for the less able, but they are deeply sceptical about the claim that it can be used to teach to the highest levels and they do not want their son to be a guinea pig. Mr Newman points out ruefully that seven of the youngsters who have opted for the traditional curriculum are the offspring of teachers.

The core enables all pupils to take up to six CSEs or O levels and though the modules have deliberately tried to get away from the exam-bound approach, they do not preclude pupils from adding to these qualifications. In some subjects, modules at successive levels will provide pupils with the basis for O levels, CSEs, RSA or City and Guilds qualifications.

One fourth former, Kate Espley, used this as the basis of a deal with her solicitor father who wanted her to take the academic course. After weeks of argument he agreed to let her follow the modular course on condition she ups her O level entry to six subjects.

Others have also decided to go for more O levels than they would otherwise have tried. Gary Burton, a Welsh-speaking 15 year old who wants to be a TV cameraman, says that the traditional lessons were so boring that he would not have bothered with the exams.

Some who have turned down the modular courses have done so reluctantly. Martin Howarth regretted not being able to use the new system to get the three sciences he needs for medicine. Dafyd Richards, however, opted for traditional studies but would now switch to the modular courses if that were allowed.

Several pupils said the best thing about the new way of learning was the changed relationship with the staff. "They don't have to shout at us anymore because they're not having to make us listen, we're finding out what we need to know and asking them to tell us." Smaller learning groups meant they were getting to know their teachers. "They're not all that bad, really," said one.

What the TVEI allowed Emrys ap Iwan to do was to provide the electronics laboratories, computer suites, with over 60 BBC micros, and the plushest of office furnishings for the vocational courses provided in the school's old RSLA block erected in the seventies.

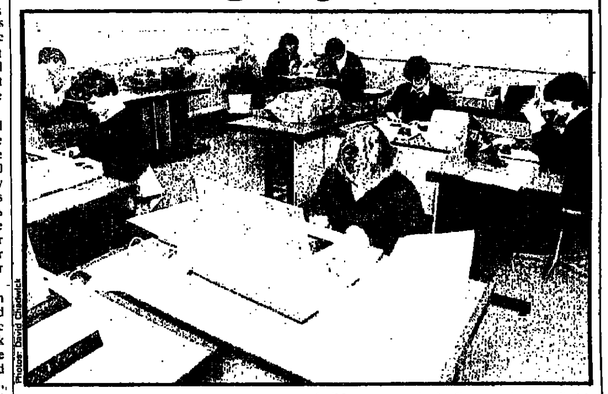


Photo: David Chadwick

The MSC money also means a maximum of 20 pupils to a class. Computer and electronics courses are so oversubscribed that 'twilight' courses are being run after hours to meet the demand. A few girls take microelectronics and large numbers of boys have opted for typing and some for word processing. Several of the boys attributed this interest to the connection between keyboard skills and computing. Some clearly appreciated the opportunity for practical and useful learning though few seemed to look on any of these courses as training for any particular job.

The practical language courses have proved to be remarkably popular as well, given that many pupils are only too ready to drop languages altogether at 14. Take up on the second level courses and the first level courses offered the second time round is high, the word obviously having got round on the pupil grapevine that they are a good thing. Experiential learning here means not only practical communication but arranding their own trips abroad.

Every pupil *has* to do the module on interviewing techniques and interpersonal skills and so far no module has failed to attract enough takers.

Mounting this variety of courses has meant harnessing the enthusiasm and skills of staff who are often operating outside their formal subject area. Electronic music, for instance, is taught by the head of history, an RE teacher is responsible for media studies.

"The range of talents of teachers is way above what the curriculum can contain," says Gareth Newman. "I reject totally the notion that teachers cannot manage a broader curriculum."

Every module has to be planned and thought out with a complete scheme of work acceptable to a validating group or panel that includes outsiders. Mass media, for instance, has staff from nearby Harlech TV on its panel. A local business gives realistic, out-of-school, practice job interviews to pupils. Evaluation reports, based both on the teachers' impressions and feedback from pupils are completed on every module every nine weeks.

But, to some extent, these are less necessary with the modular approach than with normal options. Gareth Newman says teachers' unsuccessful practices cannot survive the exercise of market forces every nine weeks when pupils can vote with their feet.

This year's fourth seemed to be responding to it as well, though it seems it took them a while to get the message: several teachers told me the story of pupils' first encounter with the electronics labs with their ribbed rubber mats protecting the bench tops from hot solder: "These are no good . . . can't write on these," they are alleged to have remarked.

Five weeks into the level one electronics module, they are building their own small electronic organ. "It's important to give them early success as well as a good foundation," says Patrick Simpson, the teacher in charge of electronics. "It's no good their thinking they're going to build a computer in the first term but equally it's no good if the first lesson is just chalk and talk."

The aim with these first level courses was to give experience of handling the technology and put over basic ideas like the importance of every soldered connection being a good one. "It gives them a taste – an entry to hobby electronics." And short though the nine-week, 18-hour courses might be, the fact that time was short made pupils work at quite a pace.

But this sort of active, negotiated learning represents only a third of the curriculum and then only in the fourth year. Gareth Newman would like to see it spread across into the core and further down the school.

The modular approach, too, might be used to provide a broad core curriculum in units smaller than a sixteen-plus-worth in order that, say, biologists do some physics.

Some teachers have clearly taken to this approach though in some cases not without a great deal of mental turmoil; "I've had teachers in tears," one deputy head told me.

Alun Owen, the former head of English relinquished his department in order to take on teaching word processing, though he still teaches English.

But not all teachers are as keen. Some teachers at Emrys ap Iwan, it seems, are less than enchanted with what the modular, negotiated, experiential approach could mean to the way they are used to teaching their mainstream subject.

THE COMPREHENSIVE CURRICULUM

These two articles are the latest in an occasional series looking at the various ways schools have responded to the demands of the 11 to 16 comprehensive curriculum. The *TES* would like to hear from any school which feels it has a particularly interesting, novel or successful approach. Please write to the Features Editor, The *TES*, Priory House, St John's Lane, London EC1M 4BX.
Next week: putting it into practice

THEATRE FILMS TELEVISION ART MUSIC BOOKS BOOKS BOOKS TELEVISION ART MUSIC THEATRE FILMS **Review**

The reading doctor

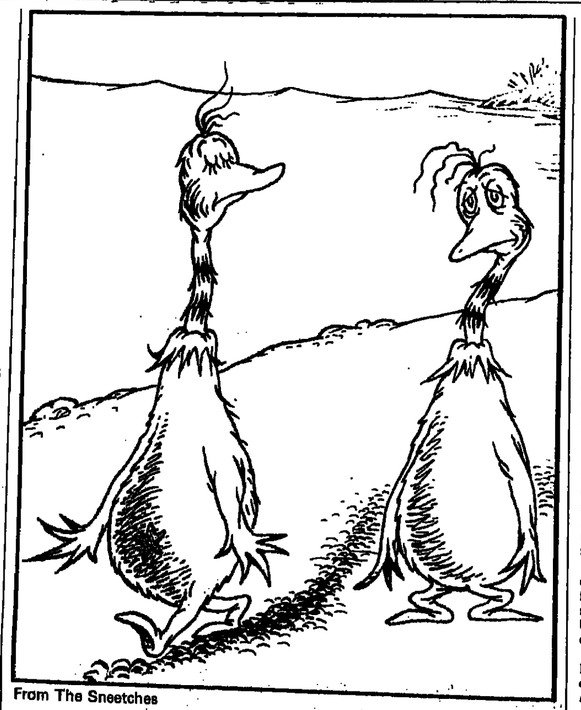
As publishers gather in Bologna for the International Children's Book Fair, Virginia Makins celebrates one of America's most famous authors

President Reagan and his Pentagon advisers must be gnashing their teeth in this election year. Dr Seuss – America's most successful children's author, whose books have sold more than 100 million copies around the world – has marked his eightieth birthday by publishing a provocative fable about the futility of the arms race.

The Yooks and Zooks are almost indistinguishable. But they have one major cultural difference. Zooks eat their bread with butter side down, Yooks keep the butter side up. Gradually, confrontation between the two escalates, as the backroom boys devise ever more devastating weapons. The Triple Sling Jigger is countered by the Jigger Rock Snatchem. Both sides develop the Utterly Sputter at the same time ("I'm here to say that if Yooks can goo Zooks, you'd better forget it. 'Cause Zooks can goo Yooks.") Finally the two protagonists – by now trembling and glaring old men - face each other with the ultimate weapon, the tiny, egg-shaped Bitsy Big Boy Boomeroo.

It's all in characteristic Seuss style, now known and loved by three generations of American parents and children. There are the meticulous, crazy and expressive illustrations. These's the racy doggerel that carries the story along at breakneck speed. And there is a moral or political message – less familiar to Seuss fans on this side of the Atlantic, where Seuss is best known for his *Beginner Books* for early readers.

Theodor Seuss Geisel (he saved his real name



From The Sneetches

for the Great American Novel he never wrote) got into children's books almost by accident. He was an impoverished cartoonist when a cartoon of a medieval knight, woken by a dragon, saying: "Oh Lord, another dragon. Where's the Flit" happened to be seen by the wife of a marketing manager at Standard Oil, makers of Flit.

Soon Geisel was under contract to Standard Oil, and for 17 years he drew cartoons of housewives in improbable situations yelling: "Quick, Henry. The Flit". It solved the problem of how to eat, but left him with time on his hands. When a lawyer checked the contract, he told Geisel that about the only thing he was allowed to do was to write children's books. The result was a series of books which developed the special Seuss brand of satirical fantasy. Collins are re-issuing a representative four with the new book (all at £4.95).

Horton Hatches the Egg is one of the earliest Seusses, about an elephant who hatches the egg of a lazy bird, sticking to the nest through all taunts and hardships and getting his reward in the end. (I should declare an interest: at the age of six, this was my favourite book).

The Sneetches (one of my own children's favourites) and *The Lorax* (one of Geisel's) are more political. The first deals, wittily and successfully, with racial prejudice ("The Star-Bellied Sneetches had bellies with stars. The Plain-Bellied Sneetches had none upon thars.") The second is about pollution caused by commercial greed.

Dr Seuss's Sleep Book is pure fun, a bedtime read about zillions of extraordinary creatures in extraordinary places, all of them going to sleep.

In the 1950s, during a great American debate about low standards of literacy, John Hersey published an article in *Life* magazine demanding that the whole education system should be handed over to Dr Seuss. The system did not respond, but Random House did. They sent Geisel a list of the 300 basic words used in reading schemes, and challenged him to write a book using them.

Geisel thought it would take him a week; in fact, it took two years. "It was horribly difficult," he once told me. "I'd work on it for two days, then throw it in the closet." *The Cat in the Hat* managed to transform the flat phonic repetitions of early readers into a fast moving anarchic story that children actually wanted to read and re-read.

It was the first of the *Beginner Books* series. Many of the most successful were written by Geisel (or his anagram, Theo Le Sieg). Perhaps the tour de force was *Green Eggs and Ham*, using only 50 words. As the series flourished, Seuss abandoned the controlled vocabulary, believing it to be unnecessary.

Beginner Books came to Britain in the early 1960s. At first they were cold-shouldered by British children's book and primary education establishments: they were thought to be too crude and American, for our tender plants who were being nurtured on the subtle colour washes of picture-writing illustrators.

Since then, of course, they have been welcomed by large numbers of primary teachers who find that they attract children that other early reading books turn off. But the longer lasting books are still much less well-known than they deserve.

Many, like the *Sleep Book*, are pure fun. But the ones children seem to want read over and over again are the ones with a strong message: *Had Trouble in Getting to Solla Sollew* (face up to your troubles); *How the Grinch Stole Christmas* (greed); *Yertle the Turtle* (Hitler-style dictatorship); *Horton Hears a Who* ("A person is a person, no matter how small").

The Butter Battle Book is different and somber. For the first time there is no optimistic ending. The two old men are left gingerly holding their ultimate weapons. "Be careful" warns the grandson. "Oh, Gee. Who's going to drop first? Will you or will he?' 'Be patient', said Grandpa. 'We'll see. We will see . . .'"

"I could not fake it," Geisel said. "I could not give them a happy ending."

The Butter Battle Book is published by Collins on April 16 (£4.95, £2.95 paperback).

Survival

Neil Philip meets the Russian-American writer and children's librarian Elsa Posell

It has taken Elsa Posell 60 years to write *Homecoming*. The terrible experiences set down in it have been burning in her all that time. She wanted to write them down, but, "I was afraid of thinking too much". During that time her pain has concentrated and refined. The most impressive and moving thing about her account is not the drama of its events but the economy and austerity with which it treats its central theme, the ravaging of family life by unpredictable and uncontrollable outside forces.

Homecoming tells of what happened to Elsa Poselli's wealthy Tsarist Jewish family in the Ukraine when the revolution came. "The sudden change was overwhelming". Down came Tsar Nicholas's picture in the living room, her beloved papa fled to America to escape summary execution, and her mother, sisters, brothers and herself were flung from the family home into a small cottage. A "beautiful childhood," a dream of troika rides and ballet lessons, became a nightmare of illness, starvation and humiliation. Her mother died of malnutrition; eventually, with the help of a former servant and a Jewish refugee organization, the children made their way across Europe and "home" to papa in America. What happened there is to be the subject of *Homecoming's* sequel.

Though the book is lightly fictionalized, it has an authority of detail that could only derive from lived experience. At one point, for instance, the mother withdraws into deep depression, lying motionless and unresponsive in bed for three weeks. Someone imagining the scene might depict the children's despair and courage; Elsa Posell remembers the anger: "Get out of bed and be my mother! I want to scream."

[illegible] reshaping of a society, because she wanted children to know, "you can survive almost anything and come out and stand on your two feet." But the book makes it clear that the art of survival is opposed to the art of living; at the height of deprivation, "we thought of nothing but food." Even now, Elsa Posell admits, "I look at food and think I've just got to grasp it. Being so terribly hungry all the time . . . it makes animals out of people. My sisters had good breeding, they were well brought up, I was well brought up, we were all taught respect for one another, and yet when we were all so hungry and so cold, each of us though only of ourselves."

The themes of hunger and cold run through the book. The narrator's emotions are conveyed as physical feelings: "My stomach felt as if it were full of jagged glass"; "my stomach knotted and felt like solid granite". Events are understood through their physical consequences. The death of the children's mother, presented in this way without any appeal to sentiment, is desolating. "I can't think of my mother without weeping," says Elsa Posell, and the book testifies to the force of that remark, though it is the reader not the narrator who weeps.

The shock of such a childhood might be expected to produce a sour, secret personality, nursing hurts. But Elsa Posell is an alert, open, warm person who needs "200 years to catch up on the things I want to do, that I want to know". Her salvation was books: "Books were as important to me when I came to America as was food in the Ukraine." In America, her father married again, and her stepmother was unsympathetic. She was forbidden books in the house, but would read in the street outside, by the corner lamp. She became a children's librarian, convinced that books were indeed as vital to the growing mind as food to the growing body. "I think that reading children is one of the most important experiences a person can possibly have, and as a librarian I was able to touch children, to touch them deeply."

That concern, "to touch them deeply", remains a commitment to quality not fashion. Elsa Posell was more interested to talk about Frances Hodgson Burnett than about Judy Blume: "I do not go in for the latest author." But this "old fashioned" approach does not imply a blinkered [illegible] to contemporary problems. "I'm doing a lot of work now with inner city children, and the neglect of those children breaks my heart when I walk into a classroom. It just makes me so sad. I want to take every one of them and just hold them for 24 hours and talk to them and just reassure them there is hope."

The sort of children she wants to help are those like the "tough guy" whose single line in the suggested topic "my mothers face" still haunts her: "My mother's face is full of tears even when she's smiling." Elsa Posell can elicit such a response, from a child in a classroom or a child reading *Homecoming*, because she has no hesitation in forcing a reaction. *Homecoming* is designed to quieten its readers down not to stir a fever of excitement. The result is a book which despite minor awkwardnesses will stay in the mind.

So, too, Elsa Posell's final words to the reader linger, alongside her tightly controlled description of the childhood grief she remembers so strongly: "Life's so rich for me now . . . I've grown tall from working with children."

Homecoming is published by Heinemann at £6.95.

More reviews and articles about international children's books pages 34-36

ARTS

Statues and broken columns

by Michael Church

The Culture Club: Crisis in the Arts. By Bryan Appleyard.
Faber £9.95 and £2.95. 0 571 13385 and 13279 0.

By noon today we shall all know for sure what the newly "pragmatic", ruthlessly regionalized, strategically slimmed Arts Council will look like: at dawn – Datapost permitting – some of its major clients will have learned of their probable demise, and others of their exaltation to a grander plane.

It is to Bryan Appleyard's credit as a journalist that his book, written several months ago, accurately anticipates the broad lines of these developments: the timing of its publication, and the level at which he pitches his arguments, are perfectly in tune with the important public debate which will now begin in earnest.

His tone throughout is bracingly forthright. As deputy arts editor of *The Times* he has endured endless soundings-off from pundits and sat through many a self-promoting spiel from Britain's tyrants of taste. No wonder he wants to scream.

Compressed into a mere 112 short pages, and ranging over personalities, government policies, changing philosophies of patronage, and even the nature of modern art, his scream is at times somewhat confused, but its effect is never less than stimulating. What relation do "the arts" bear to "art"? Does the appropriation of the former by politicians, and of the latter by leisure salesmen, portend some irreversible cultural decline? *The Culture Club* may not offer answers, but it certainly raises interesting questions.

Crudely summarized, Appleyard's central thesis is that "the arts" are in need of change, that they "lack a vision", and that they have become permeated by a debilitatingly humdrum conventionality. He sees today's Arts Council policy-shift in terms of "pragmatism" triumphing over what he calls a welfare approach to patronage, and he seems to think that this may be no bad thing either for art or for artists, who will now know where they stand and who will, he implies, be thereby toughened up. He also suggests, hinting at parallels abroad, that devolution to the regions may induce local agencies to cough up more cash. I hope he is right.

For one so obviously passionate, Appleyard hugs his own vision very close to his chest, offering only occasional glimpses of what it might be. "Private, individual delight and a profound uselessness are fundamental to the nature of all art", he avers, adding pointedly that "creativity is obliged, for better or worse, to cope with its antecedents". He reveres Samuel Beckett, Tarkovsky, and one or two other leading lights of what he calls "modernism": he feels that poets, novelists, film-makers and dramatists have in the main backed off from the challenge of their time, which is to move forward, in some unspecified way, from the breakthroughs of the Twenties. Underlying his often perceptive comments on recent sacred cows, a puritanical, religious tone is clearly audible: he rightly derides fanatical purism in the director of the Boilerhouse Project, but he is actually imbued with it himself. Rock, he observes, panders "to the lowest common denominators of taste and experience": I may be wrong, but I don't think he is being ironical.

If his views on art are discreetly doctrinaire, his analysis of cultural fashion has a strong dash of *1066 And All That*. The "everyone" who in the Sixties was into hi-tech or homosexuality and who is now sunk in "soft left parochialism" is not *everyone* but a well-defined group of largely metropolitan trend-chasers. This is what comes of too relentless a dunking in the review pages. He gives no hint of the fact that our current Club is just another manifestation of a perennial phenomenon – Paris in 1910, St Petersburg in 1890, and so on and so on.

His real strength lies in his analysis of the uneasy way money men and arts administrators collaborate (viz his brilliant discussion of that absurd dinosaur, the Barbican) and in his keen antennae where personalities are concerned. He seems over-snide towards the unfortunate Sir Peter Hall (who sounds an absolutely typical member of the Club, rather than a flatulent exception), but he effectively lays bare the mechanisms by which Club members justify their power and position.

Perhaps overestimating his chairman, and undervaluing himself, Luke Rittner apparently says Sir William Rees-Mogg "is clearly an intellectual. I am in no way an intellectual". Appleyard describes Rees-Mogg as "a deeply religious man" whose ideas about art are "conventional, lacking in involvement" and who "evidently yearns" for the "classical harmony" of his favourite century, the eighteenth. (He would, of course: all autocrats love the eighteenth century). Sir William's voice rises perceptibly, says Appleyard, when discussing classical economics, and "real thought comes tumbling out". None of this is reassuring, but it is important that we should hear it.

Appleyard's assurance that the effects of Rees-Mogg's reign "will be largely benign" will have to take into account more factors than the undoubted boost which some of the arts are going to get in some of the regions. But he correctly scotches any crude notions about the political inspiration behind the current Council decisions: classical harmony, I fear, is indeed the key. Statues and broken columns. . .

One of Appleyard's most interesting suggestions is that Government may now see the arts as too important to be left to 105 Piccadilly. If Sir William and his subordinates perpetrate a cock-up at noon today, Lord Gowrie may well decide to step in and sort the worst messes out himself. A complimentary copy of this book has doubtless already been sent to him: he would be well advised to read chapter four ("The Money") with care.

Chosen few

Heather Neill on the flimsy research of a new promotion

At the beginning of the summer holidays, during the last two weeks of July, bookshops are to be flooded with a children's books promotion. The choice of books to be thus hyped depends on an attempt by the Book Marketing Council to discover children's literary preferences as opposed to those of teachers and parents.

Yet the "survey" which is the basis of the operation is surprisingly scanty. Two primary schools described as "socially neutral", one in Scotland and one in the Midlands, were provided with books for a month from which children could draw up a list of three preferred books, giving three points to the first choice, two to the second and one to the third. Some 110 books were provided by leading publishers who had been requested to submit their "best" books published in the last 10 years. "Best" was left open to interpretation.

As a barometer of children's taste this is obviously going to have limitations. For a start, *Charlie and the Chocolate Factory* and *The Hobbit*, not to mention Pooh and *The Wind in the Willows* have to be disqualified as "too old". But then the purpose of the survey was not to define (and especially not to refine) tastes but to find out what would sell best if children could choose.

And what does the final list look like? Six of the 34 titles are pop-ups, which are most assiduously promoted as "best-selling" and that those books are the very ones which do not lend to [illegible] and much in the way of fiction. And there is only one Roald Dahl, *The Twits*. This is not so surprising. Let us assume that a class has enjoyed, say, *The Turbulent Term of Tyke Tiler* (as surely many do) or even Dahl's *The Witches*, with its teacher. Suddenly there's an Aladdin's cave of pop-ups which would be luxuries at home and the school would not think of buying for practical reasons. Would any child choose the familiar, school-introduced story in preference to novelties?

Informal surveys were carried out among teachers and parents at the same time. The parents' choice coincided with the children's only eight times, the teachers' nine times. Some books, David Attenborough's *Discovering Life on Earth*, Robert Crowther's *Amazing Hide and Seek Alphabet Book*, *The Peter Pan Pop-up Book*, Pienkowski's *Haunted House*, *The Human Body* pop-up book, *Our Changing World* by Ingrid Selberg, *The Big Book for Greedy Cooks* and, perhaps surprisingly, *Fungus the Bogeyman* appeared on all three lists. Parents were clearly partly motivated by nostalgia: the Famous Five, Little Grey Rabbit and the Borrowers featured on their list. The children did not choose either Enid Blyton or Paddington. Parents and teachers generally chose more sustained fiction than the children did. The choice on which children and teachers, but not parents, agreed was the excellent *Happy Families* series by Allan Ahlberg.

What is one to make of this information? In the first place, a survey based on only two schools is surely a flimsy basis for a major promotion. Then, while many of the children's choices have merit, it does seem a shame that there is so little fiction on their list, just that area of publishing which, because it cannot be instantly appreciated, is hardest to bring to the young reader's notice. It is possible that, at this rate, "best" will come to be defined simply as "best-selling" and that those books which are most assiduously promoted [illegible] are jokes and funny stories [illegible]

Read on

Manjit. By Lakviar Singh.
Royal Court Young Writer's Festival.

Manjit by Lakviar Singh is a short play which was presented as a rehearsed reading at the Young Writer's Festival, the Royal Court Theatre. As the director pointed out before the reading, plays presented in rehearsed reading are almost by definition plays that are still in the process of being worked on.

The basic situation of the play is a familiar one (Farrukh Dhondy's books and plays are a probable influence): the tensions of young black British in their own homes and in society. Manjit's pious mother and stern father think of India as home and Britain as a place to earn a living. They are savage with their older son who has a white girlfriend. Manjit is torn between loyalty to his older brother and hatred of the whites who have caused problems in his home, and who are sometimes nasty to him in school and elsewhere.

There is much to be said for evocations and criticism of such situations from *within* the community, but Lakviar Singh's evocation of the narrow attitudes of the family is less effective than it could be because the central character is young, naive, and emotional, and ends with hatred of the whites. It is too simple a perspective.

What Lakviar Singh does do well is to capture the linguistic flavour of the many varieties of English spoken in English society. The mother often speaks in Punjabi as well. In addition, he captures the quality of schoolboy conversation, and of friendly insults about race, in addition to unfriendly ones.

Among those who took part in the play reading, Kilian McKenna as Dave, Treva Etienne as Leroy and Paul Bhattacherjee as Kulbir, were particularly promising. The reading was directed by David Sulkin.

Eunice de Souza

Weaving yarns

Dick Wilcocks on the work of Bob Barton, storyteller

Bob Barton in Central Park

Once upon a time, before adventure games could be preserved on microcomputers in Basic, before books spoke directly to urban infants about farmyard ducks in synthesized voices, the live storyteller existed. He or she was an extraordinary creature of flesh and blood who could sometimes arrest the attention of a whole marketplace full of people, who could hold members of an audience for hours in a packed hall, imaginations fermenting. Often, it did not matter if the listeners knew what came next in the story – that many of those who had ventured across the wine-dark sea were destined never to return, or that the fisherman would be able to fool the genie into re-entering the bottle – because the magic was there, the genuine rather than the electronic sort.

That creature still exists, and living proof comes in the form of Bob Barton, cofounder of the Storytelling School of Toronto, adept performer, and education officer attached to the Ontario ministry of Education. He is well-known at storytelling festivals and jamborees all over Canada and the US, where the storytelling revival has become so widespread that its followers are starting to agonize about keeping the art "pure": they have in mind what happened to folk music in the 1950s. He could soon make his reputation in Britain as well, because he will be providing 25 per cent of the tutorial strength at the "Canadian Connection" course organized by the National Association for the Teaching of Drama at Thames Polytechnic in Dartford, Kent next weekend (April 6-8), the official title of which is *Drama and Language Arts*. The other three tutors on the programme are Professor David Booth from the University of Toronto, Gaino Haine from Northwestern University in Chicago, and Dr Mike Fleming from Framwellgate Moor Comprehensive School.

Just how well Bob Barton will be received by the average, critical NATD coursegoer pondering practical studio and classroom matters has yet to be judged, but he has received good reviews from a variety of newspapers and magazines for his performances at adult events. At these he favours contemporary fantasies, steeped in rue and irony, like *The Porcelain Man* by Richard Kennedy. He roams the stage (with a "bemused schoolboy's face" according to *Time* magazine), bending at the waist in order to solicit sympathy from his listeners for this magically animated China figurine who fails in love but who has an unfortunate habit of smashing himself to pieces, to be reassembled as firstly, a porcelain horse and secondly, as a dinner service. Richard Kennedy, who likes to be described as a "contemporary folklorist" has written several other stories which have proved amenable to the Barton performance style, like *Old Hack* and a parable entitled *The Lost Kingdom of Karnaka*, with a theme of greed – "a muckle-muckle shame but it's the muckle-muckle truth".

Other items in the Barton repertoire include Maurice Sendak's *Where the Wild Things Are*, Gene Zion's *Harry the Dirty Dog* and American folk-tales. Listening to one of Barton's stories is like being in on some grand secret. But just when the audience in park, or hall, or elementary school classroom begins to feel smug, he surprises them with a twist in the story or a turn in the telling so that they, the jokesters, become part of the joke.

Barton began telling stories about seven years ago after a period as a school teacher. Naturally, he and his wife had always told stories to their own children, but he found over the years that his pupils were transformed by a well-rehearsed and carefully performed tale as by no other learning experience. Paradoxically, he says "I'm not into performing. I am nothing – the story is everything. I want to encourage everyone else to tell their stories. My heart is with encouraging others". It is this encouragement, this entering into literature through use of role and deep, dramatic involvement, in which the NATD members in Dartford will be most interested, because it represents an aspect of drama teaching which has not been much dealt with in previous courses (last year's at the University of Bradford was *Teaching in Role*) and which provides opportunities for fruitful meetings with adventurous English teachers.

Perhaps, too, public storytelling for all ages will catch on here. The last National Storytelling Festival of North America was held in Jonesborough, Tennessee. Participants came from all points, from Kalamazoo to Kansas City, from Australia to France. It lasted three days, with night-time sessions (ghost stories) in the local graveyard. Bob Barton travelled a long way from Toronto to play his part, as usual making a big impact. Already, I see the marquees sprouting in Windsor Park, the storytellers (bards?) convening at Stonehenge, the Isle of Wight booked for an international event. Bob Barton will be there. But first, Thames Polytechnic and the drama teachers.

This year's National Student Drama Festival will take place between April 12 and 19 at Bretton Hall in Yorkshire where new work and pieces by established playwrights from Seneca to Brenton, Shakespeare to Caryl Churchill will be performed. The judges will be Sheila Allen, Ronald Eyre and Robert Hewison. Contributions are also expected from Guy Woolfenden, Michael Palin, Roger Rees, Barbara Calster, senior lecturer in movement at the Central School of Speech and Drama and other professionals.

ARTS

Make or break

Forty Minutes: The School on the Hill. BBC2 March 22

They dig them into religious trenches young in Northern Ireland. Little Catholics go to Catholic schools and little Protestants go to Protestant schools. The two groups of children might inhabit different worlds for all the contact there is between them.

This programme about Lagan College in Belfast, the first and so far only school to break out of the denominational straight jacket, gave eloquent proof of how little pupils knew about the other side before they arrived – and how surprised they were to find human beings there. "They are just like any other children" a Protestant pupil remarked of his Roman Catholic fellows, having confessed he had been "a wee bit apprehensive" about meeting them. A Catholic boy said he hadn't known there were different groups of Protestants, such as Presbyterians, before he came to the college. Good military tactics, of course: never subdivide the enemy, you might make them seem human.

Ray Johnston's film about the college had begun inauspiciously. Ethereal voices sang "Oh for the wings of a dove" as water rushed past catkins and neatly uniformed children in soft focus chewed pencils. But it turned out to be a moving and well-structured 40 minutes – a tale of quietly determined parents winning through.

They won through but no thanks to the churches, which have a stranglehold on the governing bodies of the province's schools that the Catholics above all will not relinquish. Lagan has five visiting chaplains and all of them are Protestants.

Why? The principal, Mrs Sheila Greenfield, was reluctant to say. They had not felt it reasonable to ask the bishop of Down and Connor . . . who might have pressures on him . . . they felt it unwise . . . When pressed, she became blunter: "He knows very well of our existence", she said. "It's for him to take the initiative."

The origins of Lagan College go back to the early 1970s, when Mrs Cecilia Linehan, a Belfast dentist, set up All Children Together, a parents' movement fighting for integrated education. The school opened with 28 pupils in 1981 and will have 250 this September. There is already a waiting list until 1988. It is a co-educational school catering for all abilities and has managed since its foundation to keep pupil numbers evenly balanced between Catholic and Protestants. The programme showed a happy, orderly place.

But this, as Mr Johnston kept reminding us, was make or break year. The college has so far struggled to keep afloat on charitable trusts and donations and fees of £600 a year. The founders did not, however, want Lagan to be a private school for upper middle-class children (more than half of the pupils pay either nothing or very little) and that meant acceptance into the state system or nothing. As the programme was being made, the school anxiously awaited a last-minute rescue: a letter from the government admitting it to grand aided status within the state system from April 1.

Well, the letter came, the champagne corks popped, and it was hard to restrain a cheer. But, as "Oh for the wings of a dove" wafted over the closing titles, you were left wondering how many Lagans there would be. An act has been on the statute book since 1978 making it simpler to set up integrated governing bodies, but the churches, so far, have not played ball. Perhaps, as Lagan grows and flourishes, parental pressure will start to break down ecclesiastical resistance. As one of the parents said, going to school together might make them pause before shooting each other. And as another said, "somebody's got to start".

Biddy Passmore

Pursuing a regular audience

Nick Baker talks to the new director of the Young Vic

When the Young Vic Theatre opened its doors to the public in 1970, the word "young" was still a theatrical buzz word for vitality and experiment. Recently, the Young Vic Theatre in London's Waterloo has shown signs of a fitful adolescence, with problems over staffing, an uneasy choice of plays and dwindling audiences.

Under the new directorship of David Thacker, who recently took over from Frank Dunlop, the theatre looks set for a fresh start. David Thacker has an impressive background of theatre for young people in the north of England and arrives in London with a string of successes at Lancaster's Duke's Playhouse to his credit.

Thacker is wisely wary of making sweeping philosophical policy statements about the theatre's future. "In a way, the policy is the season", he told me in his newly acquired little office backstage at the darkened Young Vic. He's taken the fairly unusual step of announcing a complete year's season of plays, opening with *Othello* on May 3 and followed by work by Willy Russell, David Edgar, Tom Kempinski and Arthur Miller.

Says Thacker: "I'm against the 'flavour of the month' type of theatregoer who'll only want to see what's 'in' at one particular time. I want to encourage a regular audience." The Theatre-card subscription system, responsible for much of the audience loyalty in Lancaster, is likely to be duplicated at the Young Vic. The season will have some thematic links. Edgar's *Jail Diary of Albie Sachs*, Miller's *View from the Bridge* and *Othello* tie in well with the GLC anti-racist year, for example. More than anything though, Thacker is intent on re-establishing the Young Vic's credentials as a theatre for young adults so the choice of plays is always going to be mindful of young tastes and interests. For example, Willy Russell's *Stags and Hens*, a farcical account of the night before a young Liverpudlian couple's wedding has never been seen in London and promises to be attractive to a young audience. However, Thacker is anxious to make classics like *Lear* and Ibsen's *Ghosts* accessible to a youthful audience as well as an adult one.

Again with the young in mind, Thacker has successfully recruited playwright David Holman as writer in residence and overseer of the educational element of the Young Vic. Holman has for some years been one of the artistic mainstays of the educational group Theatre Centre and is an important force in the TIE world. His play *No Passaran*, about fascism, is widely performed by TIE companies and acknowledged as a classic of its type.

Unlike many theatre companies with education as *part* of their responsibility, Thacker insists that education will be central to the Young Vic's work, rather than being a "poor relation". There will be no clear distinction between "main house" and "young people's" work, both will stem from the central idea that the Young Vic is primarily for the young. To this end, the Young Vic Studio, a second auditorium previously sadly under-used, is being re-designed and refurbished, the idea being to run two shows concurrently at some times of the year, without the studio show necessarily being elbowed into second place in the public eye. There will be some straightforward TIE/Schools work, and also planned are writing schemes and a youth theatre project.

One intriguing idea for performance in the studio in the autumn is *One Day in Lambeth* – a documentary drama based on 24 hours' observation by tape recorder in the theatre's immediate locale – for which Thacker and Holman (as scripwriter) will be using local schoolchildren as researchers.

With the Duke's Playhouse swelling with pride at its protégé's prestigious move south and a national reviewer avowing recently that "Lancaster's loss is another gain for the Metropolis", I wondered what Thacker's personal feelings were on the move. Apart from being glad to have a better choice of high class actors than he had at Lancaster, Thacker is aware that in London his work will be assessed "more rigorously" by press and public: "If they like it, so will I . . ."

Blandford notes

The Dorset market town of Blandford Forum is the venue next week for a unique experiment designed to regenerate the musical life of the area. The project, initiated by John de la Cour, Music and Combined Arts Officer with South West Arts, will bring to the town the Bournemouth Sinfonietta, the Band of the Royal Corps of Signals, a Musicians' Union sponsored demonstration rock-band, Richard McNicol, the Yeities and Jazz singer Adelaide Hall.

But more important will be the involvement of local people themselves – in de la Cour's words: "We want to show that everyone has music within them and can actively contribute. The involvement of the professionals is tailored to achieve this, and we believe that the value of professional musicians can become more generally apparent. We hope that this week will build bridges between artist and audience, professional and amateur, education and practice."

Activities have been designed to cater not only for existing amateur musicians in the area, but also to attract as many people as possible who might previously not have considered making music a possibility. "School pupils will be involved through workshops given by Bournemouth Sinfonietta players and run by Richard McNicol. Adults will be able to sing in a performance of Haydn's *Creation* – or simply "have a go" on instruments provided by the Band of the Royal Corps of Signals.

Highlights of the week will undoubtedly be an amateur/professional production of Britten's *The Little Sweep* in a special revival of the original Aldeburgh production, and performances of a new rock musical – *Birdbrain* – written and directed by Pete Talman and performed for and by the people of Blandford.

Blandford Music Week has attracted sponsorship from Esso, the Arts Council, Musicians' Union, Friends of Bournemouth Orchestras and South West Arts. Full details can be had from Carroll Spence, Information Officer, South West Arts, 0392 38924.

Andrew Peggle

Next week

Henry Meyric Hughes on State arts patronage; John Miller on Sir John Gielgud; Christopher Price reviews *Corporate Crime in the Pharmaceutical Industry*.

English as a foreign language: trade wars among the publishers, and the lighter side of authorship 41 – 45

Up theirs

Scrambles.
Reigate College.
Peer Gynt.
Whitgift School, Croydon.

Secretly, I was rather glad neither Mr Norman Tebbit nor Mr Tom King was around for Reigate College's new musical, *Scrambles*. Though) it was bursting with youthful enterprise – the storyline concerned a group of unemployed school leavers who couldn't find jobs but eventually made good by starting their own cooperative-cum-coffee-bar in a motorcycle shop – they wouldn't have liked it. Mr Tebbit in particular. (Motorcycles, the unemployed . . . he was often invoked.)

It wasn't that Spider and the other youngsters weren't nice enough people, it was just that they all seemed far too gormless even to get on their bikes, let alone to start up their own business. But although the acting was not all of a high standard, the main reason for this lay in the unnecessarily corny script the the cast had to contend with – *He*: "Up yours." *She*: "Charming." *He*: "No I meant up your house." There was too much of that sort of thing.

Spider (Alex Dungate) made a brave stab at defending what he called "my generation", he even sang a few bars of The Who's song; but circumstances conspired against him. Roger Daltrey was a far better spokesman for *his* generation. However, Daltrey didn't have to fight against a sound system which rendered the lyrics of every song entirely incomprehensible and a hall in which less than perfect staging and some curious sightlines meant that most of the audience couldn't see much anyway. Ironically, the best view was of the band, a hard-working rock ensemble whose performance was the best part of the evening.

Music also played a large part in the production of *Peer Gynt* at Whitgift School, Croydon. There was even a Peer Gynt Suite, not *the* Peer Gynt Suite, however, but a wholly original work composed by Robert Vincent, performed in the second interval and played on an electronic synthesizer.

The second interval . . . Whatever you do with it, *Peer Gynt* is a long play. Even in David Rudkin's condensed version (originally prepared for the RSC) it is a long play. It is a tribute to the Whitgift cast and the girls from Croham Hurst School who joined them to say that their production did not seem long. Led by Justin Holcroft in the title role, they quickly got down to business and, although the play is composed of innumerable short incidents, never lost the narrative drive.

Artfully, economically staged with the more elaborate sets whipped on and off by a couple of small revolves, Peer's lifelong quest for himself fell naturally into three parts. We saw him as a wayward youth, in arrogant middle age and in advanced old age (when with wild white hair and a beard he looked rather like Brahms). Largely due to Justin Holcroft's excellent performance the wordy drama was humanized. Peer's relationships with his mother, with the faithful Solveig and the provocative Anitra were believable and, despite (or maybe because of) Rudkin's intentionally heightened language, intensely personal. Full marks: the production actually means something – although, as is always the case with *Peer Gynt*, it is difficult to say exactly what.

Hugh David

Hot spot

Cabaret
Henbury Comprehensive School, Bristol, Avon
March 20–24

"Daddy, what exactly *is* the Kit Kat Club?" asked a bemused six-year-old, in the semi-darkness of a school hall sleazily disguised as the hottest spot in pre-war Berlin. "A sort of dancing school" came the resourceful reply, while shimmying hostesses demonstrated on stage the seductive arts of "renting by the hour".

No expense of time and talent had been spared for this impressive production. A promotional badge was commissioned from the art department, with the result that senior masters who are constantly on guard against the wearing of jeans on school premises now sported a picture of splayed legs in fishnet on their lapels. The swastika'd orchestra was on fine form; the soloists belted out their raucous numbers – "Don't tell Mama what you know!" – with only a fleeting look of anxiety lest their vocal chords might not last the night, let alone the week. Massed rows of fresh-faced recruits gave their all to a rousing chorus of the Nazi anthem: "Tomorrow belongs to me!"

After the interval, the story gets under way. The ardour of the aging landlady falters as she realizes that she dare not marry her tender Jewish fiancé. Sally Bowles has an abortion. Cliff gets beaten up by jack-booted thugs. Let's hope everyone present understood that the anti-semitic jokes were supposed to be *anti*-anti-semitic. The more sophisticated the act, the more brazen the roles, the more the parents seemed to shift uneasily in their seats.

One minute, your daughter is cast as the Virgin Mary in the infants' Nativity play; the next, she's learning to bump and grind for the honour of the sixth form. What are we doing with these souls and bodies? School musicals tend to feature saviours and sinners, Super-good and Supernaughty. Both share the conviction that the end is nigh. "Life is disappointing!" cried Cabaret's Master of Ceremonies, and offered to divert us from Armageddon with apocalyptic razzmatazz, a sexy parade of knowing children, the schmaltzy entertainment of despair.

Marion Glastonbury

Unthinkful

1984. Adapted from George Orwell.
The Boswells School, Chelmsford.

It sounded unthinkful, George Orwell re-expressed in gymnastics by a cast of hundreds, but for the event it worked doubleplusgoodwise, with the red-leotarded, omnipresent Thought Police reeling and cascading with unstoppable, not-quite-human momentum.

The eighteen self-contained scenes were built round tracks from Rick Wakeman's album, *1984*, supplemented by cunningly chosen numbers from Dire Straits, Simple Minds and Pink Floyd – the *Wall* LP being used to particularly pungent and ironic effect. The closet lyricism of much of this music made a pleasing juxtaposition with the romantic undercurrent of Orwell's thriller.

As soon as movement is organized with interpretative intent it stops being sport and becomes dance, and one of the delights of this show was to see finite physical skills being put to such creative use. One advantage of dance is that complicated, even ambivalent, abstract concepts can become surprisingly manageable. The choreography (shared between staff and students) was frequently able to express and explain difficult ideas in an uncontrained, natural and non-literal way.

The movement style of the Thought Police, for instance, revealed not so much the oppressors' individual personalities as oppression itself. The puppet-weight, recreated out of swirling white ribbons, was not only a visually exact re-presentation, but its fragile, translucent prettiness precisely evoked Winston's wistful vision of "a sort of eternity".

As Winston, Andrew Balls was suitably ashen and restrained, as if bound by an internal straitjacket. He was nicely complemented by Stephanie Miller's Julia, the agent of shortlived liberation, and consequently free to make bolder physical statements. Steven Totteredll, as a BOSS-style O'Brien and Johanna Potter as a Star-Wars-oriented Thought Police Chief intermittently chilled the marrow.

Jill Burrows

BOOKS

Long live the work ethic

by Frank Field

Forsaken Families. By Leonard Fagin and Martin Little. Pelican £3.95.

Yes, this is yet another book on unemployment, but one which promises to be different. Leonard Fagin, who worked at the London Hospital, was known by his colleagues to be committed to the poor of east London. We are told that in this book Fagin and Martin Little start from where others have left off. Fagin and Little accept that part of today's unemployment is due to the world recession and part to the economic policies of the present Government. The cynic might add, however, that the level of world trade is at a low ebb partly because other western governments, have adopted a similar economic approach to Mrs Thatcher's. Here in Britain millions have been conscripted into the unemployment army as cannon fodder to fight the war against inflation. And this war is being won for the time being, but the extent of the casualty lists at the Jobcentres tell their own tale of woe.

Many other studies have looked at who is and how long people have been unemployed; at the present time the "adjusted" figures show that of the 3.2 million unemployed, a third have been without work for a year or more and well over a third of those without work are aged under 25.

Some researchers have even examined the effect unemployment has on the individual, but Fagin's work in east London suggested to him that unemployment affects not only the individual but the entire family. The main focus of this study is therefore about how unemployment affects different members of the household. As Colin Murray-Parks highlights in the introduction to *The Forsaken Families*, this work shows unemployment as having a much more major personal cost than has hitherto been suggested. Parks recalls the effect on the inmates of the old-style mental hospitals and similar institutions. A stay of two years or more in one of these long-stay institutions left most residents in a state of apathy and dependency coupled often with a deep-seated sense of hopelessness. Very similar reactions appear in the unemployed, and sometimes in one or more members of the family as the period of unemployment continues.

After a review about the phsychological meaning of work and the psychological phases in unemployment *The Forsaken Families* breaks into new territory by examining the effect unemployment has on changes in family life. It does so by taking families in what the authors think of as the different points in the family's life-cycle, ie families planning to have children, those with young or older children, those with strong or weak husbands or wives, those with wives working and those who are not.

In a throwaway line on page 61 the authors write: "By concentrating on two-parent families in which the male breadwinner has been out of work for six months or longer, it is hoped to highlight the part played by unemployment in such a family's life." So what is billed as a pathfinding study is in fact built on foundations which become less and less relevant as time goes by. The two-parent family headed by a male breadwinner is one which is becoming less common. Measured as a percentage of the total labour force, for example, only 5 per cent of men are in work heading a household with the wife at home looking after two children. Or expressed as a percentage of the male labour force we find that only 20 per cent of males are breadwinners responsible for a wife and children. The world Leonard Fagin and Martin Little have been busily examining has changed and continues to change, and not only because of rising unemployment. There have been very significant changes in a composition of households, and male breadwinners are becoming less rather than more common.

What are the authors' findings on the impact of unemployment on the entire family? None is very surprising. The loss of a job often changes the balance of power between wives and husbands. Some wives, who previously were dependent upon their spouses, take on a dominant role; a change matched in a husband's position. The loss of being a breadwinner leads to a downgrading of some men's position in the family. Rows occur and these sometimes reinforce old divisions and sometimes create new alliances within the immediate family, and within the extended family. And so one could go on. It is important to be told and to remember that unemployment affects many more than those who are listed in the official unemployment figures, but one wonders whether it is necessary to write a book to make this valuable point.

In addition, one theme in the introduction which gains support from the text needs to be challenged with every power we possess. The great heresy of our time is that not only are some people's lives "cranched by unemployment who may even experience an improvement in their physical and mental health when it occurs" but that we have somehow staggered into the leisure age. As such talk seems like near treason to many of my constituents who live in the most appalling poverty, it is difficult to envisage what that third of the world who cry out for the most basic of human needs like food and shelter think of such glib talk. In circumstances when so many basic demands still need to be met how can anyone prattle on about the advantages – to some – of unemployment, or the need to adjust ourselves to greater leisure? Long live the work ethic, and if we can also have an economy which is people centred, rather than one which worships money and a governed by the canons of mere profit and loss, that too would be a major bonus.

lingo

Two items overheard on the BBC: "The RSPB are reviewing its policy . . ."; and "The media, for all its faults, is conscious of its responsibilities". Are they equally wrong? By no means. The first is an offence against the language, born of ignorance. Ignorance is doubtless present in the second, too; but the usage also exemplifies one of the principles of language change constantly at work everywhere – the trend towards simplifying and regularizing the morphology of the language.

Yes; *media* is indeed a plural Latin form and came into English as the plural of *medium* as did *data* and *datum*. But can such things change? "The media is conscious of its responsibilities" shows a natural use as a mass noun entirely relevant to the sense; and the form can still be plural when the sense demands: "All the modern media of communication are available. . ."

However, jarring to our susceptibilities it may be, we can expect words like *media*, *data*, *criteria*, *paraphernalia*, and *strata* to become – in the long run – singular English nouns with regular plurals in -s. *Agenda* and *addenda* are already more than halfway there; *insignia* has completed the transition and (for most of us) has lost all feel of a Latin plural. It would be a brave eccentric who insisted on using *insigne* as its singular.

W T McLeod

Out of awe

Homer's Iliad.
Translated by Denison Bingham Hull
Ohio University Press £11.20
0 8214 0709 0

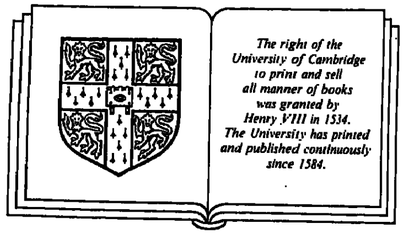
This is companion to the same translator's *Odyssey*, published in 1978. Like that book, this is a beautifully produced volume, and the blank verse Hull uses is always readable and fast-moving. These translations grew out of readings with a high school class in Illinois, with whom they "have seemed to win favour". It is a line-for-line translation which excludes repetitions and avoids elaboration of any kind; an English class also would find this narrative lucid and absorbing; but the Homeric awe has gone out of it:

She called her handmaids working in the house
to set a cauldron on the fire to give
Hector a hot bath when he came from battle.

She didn't know how far he was from baths.

The original here is solemn as well as touching; Hull makes this moment less memorable than the plain prose of *Vanity Fair* describing Waterloo: "Amelia was praying for George, who was lying on his face, dead, with a bullet through his heart". To present Homer to any class as less poetic, less adequate to his theme, than Thackeray will not do.

Elizabeth Henry



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BOOKS

Who's afraid of the big bad wolf?

Anne Corbett on French children's books

The controversy over William Golding's Nobel prize for literature is as nothing compared with the debate in France over a French-Swiss-American coedition which has won the top graphic art prize for this year's Bologna Fair. It is a retelling of Little Red Riding Hood, part of a series under the aegis of the well known illustrator Etienne Delessert: the French publisher is Grasset.

The idea of the series is to use modern high quality illustration and lay out to bring a new impact to fairy stories. Some, like *Le Petit Chaperon Rouge* are illustrated by photographers. In this case Sarah Moon, the well known English photographer living in France, has chosen classic murder film style – night time urban squalor, the sudden light of a car which catches a face in its beam. A little girl, Red Riding Hood.

Trustingly she tells the driver where here granny lives, and true to the familiar tale, forgets all about him distracted by the pleasure of picking the sticky buds off the horse chestnuts she passes. Even the car outside her grandmother's does not alert her. She walks in off the cobbled street into the two up-two down. We next see her in vest and pants pulling off her socks, obeying the voice which has told her to get into bed. Then a picture of shadows. The final shot: the empty rumpled bed.

There is a great following in France for the Bruno Bettelheim theory that children have always projected their unconscious into their reading, and that the terror that may imply is an inevitable part of the passage into a more ordered adult world. And anyway the words of the story are the familiar ones. And there is nothing new in the photos – except the context.

But it is of course that which makes the difference: the reversal of the convention that we work from the real to the imaginary. This time we are having to force our maybe lazy imaginations to come to terms with the real. I shall not now ever be able to think of Red Riding Hood without giving her the face of Nathalie, the grand daughter of the woman who runs the local laundry. It is obvious I am ill at ease with the book.

Geneviève Brisac, the new editor of the influential *La Révue des Livres Pour Enfants*, put it in a slightly different perspective in giving me a run down on the interesting children's publishing ventures of the year in France, and picking the Grasset series out straight away. She is wholly in favour of the general principle of looking at old ideas with fresh eyes. It is a series, she says, which has been marked by its careful attention to words, as well as its obvious originality in making great illustrators and photographers rethink the familiar. Also, as someone who spends part of her time reviewing adult books for *Le Monde*, she is interested in attempts to produce books which can be read at several levels. "It's too new to know how children will react," she says. "But I don't think we should discourage this kind of initiative."

Then as she turns to some of the others which both children and critics regard as a success, the same themes of anguish and aggression recur. For small children, Barbro Lindgren is much appreciated, with her feel for the child who is a bit of a monster, stuck with a mother who tortures him (eg *Jujiu, le Bébé Terrible*, Ed La Farandole).

For adolescents. Howard Butan's *Reckless Driving* is now available, well translated in French (*Le Coeur Sous le Rouleau Compresseur*, published by Le Seuil, collections Point Virgule). It starts with the hero aged eight being sent into care for having sex with an eight-year-old girl and his adult attempts to sort himself out as a professional psychiatrist. It slots into a style of much modern American fiction. In the same collection Aidan Chambers' *Dance on My Grave* has been published as *La Danse du Coucou*: the story of two boys with a passion for each other, who agree that when one dies the other should dance on his tomb.

Geneviève Brisac says that her colleagues also like the initiative of L'École des Loisirs in concentrating on highly subjective issues for adolescents in a series of hardbacks. Personal difficulties, anguish, aggression, and unrequited love are the keynotes. The authors include Judy Blume, Ilse Koehn *Mon enfance en Allemagne Nazie*), Deborah Hautzig (*Valerie and Chloe*, about teenage homosexuality) and, a rare French author, Brigitte Logeart: *Fugue d'Été* and *Je l'aime*, un peu, beaucoup, peut-être encore (I have to say I find some of them extraordinarily dull).

This sombreness and anxiety is underlined by a fashion for books in black and white, most notable of which are the three by Chris van Allsberg, published by L'Ecole des Loisirs (*Jumanji, Le Jardin d'Abdul Gasazi* and *L'Epave de Zephyre*).

These may seem morbid. But Geneviève Brisac insists that they are outstanding among a production which is too often marked by a blunting of both sense and sensibility. Now that so much fiction is published – every editor has one or more collections in paperback – it is difficult for the public to find its way around. Too much is still marked by the heavy hand of the teacher or by sentimentality.

On the positive side, there are picture books still bursting with ideas and with quality. James Stephenson's New Yorker style has gone down well (eg *L'Oeuf de Pâques*) and the French illustrators Michel Gay and Frédéric Stehr live up to their reputation for quality (all from l'Ecole des Loisirs). And there are some attractive stories for the young. One which combines dramatic tension and a French background is built round a series of telephone calls. The callers: an Algerian boy who gets a small Jewish girl on the line by chance. The worthiness of the thought does not for an instant bog it down (*Les deux moitiés de l'amitié* by Susie Morgenstern, Editions de l'Amitié – G. T. Ragéot).

Other points to note: a highly successful Gallimard initiative to produce reference books for the young to keep at home (collection Découverte Cadet), an idea from educational publishers Nathan that the best points of reference are ones which start with oneself – very unFrench! – like the discovery of Pompeii seen through the eyes of the peasant who uncovers a shard in his field (collection A la découverte de . . .)

A new initiative for unenthusiastic readers from Bayard is a monthly collection of short stories and comic strips and questions, available from newspaper kiosks and called *Je bouquine*. It has been so successful, apparently, that Gallimard plan something similar. L'Ecole des Loisirs has already launched a monthly book club in cooperation with bookshops, but with introductions made through the school. But there we are into the politics of marketing books in France rather than the quality of children's literature. And that is another story.

A scene from the controversial Le Petit Chaperon Rouge

Books across the sea

In Bologna next week, a little aside from the bustle of international publishers bargaining over children's books, there will be a quieter, though no less important meeting – the executive committee of IBBY.

The International Board on Books for Young People was founded in 1952 to promote "international understanding through children's books". It began when Jella Lepman returned from Britain to Germany after Hitler's defeat, to make her own contribution through books for the young to restoring a free, creative culture to the land of her birth. Realizing how much this depended upon peace and friendship among peoples, she founded the International Youth Library in Munich (1948) then, enlisting the aid of Astrid Lindgren, Erich Kastner, P. L Travers and other world figures in children's writing, went on to the creation of IBBY.

Its growth through 32 years, with national sections in 46 countries and support in a dozen others, has been broad and steady. It brings together what other circumstances divide, the USA and the USSR, East and West Germany, Turkey and Greece, Iran and Israel: the industrialized nations with their big business publishing, the Third World with its struggling book production and massive literacy problems.

Each national section is independent and runs its own activities, exhibitions, surveys awards and seminars, in the broad spirit of IBBY principles. Sections take their turn in hosting the biennial Congresses. All combine to edit and produce *Bookbird* the international magazine. And all join through an elected jury, to run IBBY's "Nobel", the Hans Christian Andersen Award.

Every two years, the Hans Andersen Medal is awarded to an author and an illustrator, bringing them world recognition. And an Honour List is chosen of writers, illustrators and translators. This year Raymond Briggs for the medal, and for the Honour List, William Mayne's *All the King's Men* (Cape), Anthony Browne's *Hansel and Gretel* (Julia MacRae) and Elizabeth Watson Taylor as translator for *The Magic Inkstand* (Cape).

Most national sections of IBBY enjoy either governmental or other central public support in the children's book field. The British, partly from circumstances, partly from choice, have a more unofficial form of organization.

IBBY British Section now has just over 100 individual and corporate members (an increase of some 60 per cent over the past five years). It includes over half the main children's publishers, librarians in a number of counties, boroughs and colleges, booksellers, writers, artists, journalists, and bodies like the National Book League, the Society of Authors and the National Federation of Children's Book Groups. Its day to day running is carried out by its elected executive members in their spare time. What the British Section strikingly lacks at the moment is representation from teachers' centres and schools (it has one of each) though teachers are among the individual members.

The "amateur" status of British IBBY, sometimes viewed askance from abroad, does not preclude professionalism. The organization of the Eighteenth World Congress in Cambridge (1982) by a combination of librarian and publishing talents impressed other countries enough for their national sections to seek British advice in organizing their congresses.

As well as representing this country abroad, British IBBY tries to give its principles a domestic presence. Its annual seminars on matters of current concern have become popular events in the children's book world. This year's seminar, discussing books for children on May 24 at the Arts Lab/Triangle Cinema, in Birmingham.

Launched last year and now going strong is British Section's Third World Book Fund. Within a matter of months the fund has raised and despatched (via the UNESCO "unum" voucher scheme) some £500 to library, literacy, and school projects in Peru, the Philippines, India, Kenya and the ANC Refugee School in Zambia.

Book sales, collections and other activities will, we hope, shortly bring this total to £1,000 and the aim is to provide steady support to a number of schools and libraries in the Third World. Schools and libraries are very welcome to join in the fund's activities.

Robert Leeson

The subscription to join IBBY British Section is £8 per year (£1, students unwaged), or £15 to include Bookbird *subscription; publishers and other commercial organizations, £25 per year; libraries, schools, etc. £15 per year. New members will be very welcome at the AGM on May 3. Write to IBBY British Section, c/o National Book League, 45 East Hill, London SW18 2QZ.*

BOOKS

This way around the shelves

The Signal Review of Children's Books 2. Edited by Nancy Chambers. Thimble Press £4.50 0 903355 14 0.
The Good Book Guide to Children's Books (new edition). **Edited by Bing Taylor and Peter Braithwaite.** Puffin £3.50 0 1400 7134 2.

For anyone in the children's book world, to open the *Signal Review* is to feel the gamester's anticipation on unwrapping a fresh pack of cards. Wits are sharpened and the adrenalin flows in hope that the game will be worth the candle. Well, this time it certainly is. The *Review* is so pleasingly produced and organized, for a start. And with new books by Pat Hutchins, the Ahlbergs, Bernard Ashley, Jan Mark and Quentin Blake, contains some obvious trumps.

There are over 300 entries on books published in 1983 and the brief, but eminently sensible editor's note at the beginning leaves space for each section to carry its own short introductory essay. These, like the reviews, are by different hands, most of them already used to Nancy Chambers' editorial presence, as regular contributors to the *Signal* journal. So there is a broad consensus, but not autocracy.

Jill Bennett introduces new picture books for the three to sevens which fit in with her approach to the teaching of reading through real books instead of schemes. It is perhaps puzzling then that there is also another section on picture books for the same age range, just as real, which are *not* listed under "Learning to Read". Margaret Meek writes a complex essay on new teenage novels by Robert Cormier, Robert Westall, Ivan Southall and Robert Leeson, with the stunning conclusion: "The difference between 1948 and 1984 is that we now know that gender as well as class is a political issue." I think the compilers missed a trick by leaving out James Watson's *Talking in Whispers* (Gollancz). This tense political thriller set in a Chile of the future was one of the books we chose to commend on The Other Award panel last year. But the joker in the pack was Meredith Pierce's preposterous *Darkangel* (Collins). This mish-mash of Dracula and Mills & Boon was admitted by bookseller Elizabeth Hammill to "lack discipline" but she included it for its "potent blend of myth, fantasy and psychology".

Still the *Review* obviously expects to be argued with. Listen to Margery Fisher, telling us as briskly as a nanny forbidding syllabub, that "No child should read a Dickens novel before the age of 12". She may very well be right, too. As Nancy Chambers says, the *Review* is "an informal discussion document".

It's not really fair to turn from the *Signal Review* to the *Good Book Guide*, without making it clear that they are playing two different games. The *Guide* has over 500 entries and has to select from anything still in print. The descriptions are much shorter – some only 30 words – and are aimed at a different readership. Whereas the *Review* is for an audience that already knows about children's books and wants to discuss them, the *Guide* is for a market that, by definition, wants help about what to buy.

This help is competently and confidently provided by Elaine Moss, whose name appears as "editorial adviser" but who surely wrote most of the entries? As selector of the National Book League's *Children's Books of the Year* for 10 years, Mrs Moss has perfected the technique of telling you a lot about hundreds of books in a very few words.

I must say that I, a compulsive book-buyer, was quite frightened by the "Home Library Checklist" at the end, which suggested I should be spending £35 to £55 on my under-fives' books and up to £200 on my young teenager, always supposing I had one. But perhaps these lists were supposed to be cumulative?

The main gap in the *Guide's* otherwise comprehensive coverage is in what the *Signal* reviewers list separately as "multicultural books". The editors say they didn't want to separate such titles because, "to isolate these from the mainstream simply serves to heighten the differences." The result, although not the intention, of this policy is simply to have fewer such books included.

The editors say all this in answer to a question they claim is often asked by parents: "Is it a good idea to introduce my children to books written specifically for multi-ethnic groups?" What do I make of that question, leaving aside the answer, if I am a Black parent, wanting to buy books through the *Guide*, which show children who look like mine? It doesn't tell me, for instance, that the counting book *Ten, Nine, Eight* by Molly Bang (Julia MacRae) features a Black child, as the *Signal* review does, and it's something I'd want to know.

It is really too big a task for a team, or an individual, to pick out the 500 best-value children's books from all fields, particularly if you have to include new special topics, like computers, which you must in this kind of guide. It means that selectors don't have enough space to do justice to, for instance, myths and legends. But this is essentially a mail order catalogue, not a critical document and must be judged on its own terms.

Next year these two complementary booklists will be joined by a third, when Julia Eccleshare becomes the single selector for NBL's re-born Children's Books of the Year Exhibition and catalogue. I hope 1984 deals them all a good hand.

Mary Hoffman

Anno, the ever-popular Japanese illustrator, has produced a charming and original book, full of detail, full of surprises, called Anno's Flea Market (Bodley Head, £5.95, to be published on April 19). Wordless except for a short introduction and an epilogue which expresses something of Anno's philosophy as a maker of beautiful objects, it follows the progress of a street market within the walls of a medieval city. Thousands of objects and hundreds of people cluster on pages which will repay hours of exploration.

Grimm pictures

The traditional tale is a universal phenomenon, the same motifs appearing in various cultures at different periods of history and in areas and countries all over the world. The tales of the Eskimo, Russian peasant, African tribesman, Irish gypsy or American Indian, each contribute their distinctive native flavour to the constantly shifting mélange without destroying the underlying characteristics of conventional theme and language patterns that speak to us all as one people and one race.

The tales collected by the brothers Grimm and first published in their *Kinder-und Hausmärchen* in 1812 and 1815 were seen by them as survivals of myths, primitive beliefs and customs. The 210 stories show an astonishing diversity, containing beast fables, anecdotes, legends, cumulative stories, peasant and courtly tales, with and without supernatural elements, and many have parallels in other countries.

The German tale is a more solemn affair than its European counterparts, but has a dignity, restraint, and down-to-earth attitude that imbue it with intrinsic truth. Victorian translations of Grimm often changed this directness, and smoothed out colloquialisms in the dialect and comic tales, which resulted in rigid and self-conscious prose. This was the case with the 1884 translation of Margaret Hunt, revised, completed and corrected by James Stern and published as *The Complete Grimm's Fairy Tales* by Routledge in 1948, which still kept the nineteenth-century stiffness and awkward turn of phrase. **Grimm's Fairy Tales** (Routledge and Kegan Paul £4.95), is a selection made by Richard Adams from this edition, first published in 1981 with illustrations by Pauline Baynes, and now reissued in paperback.

The 19 chosen tales tend towards the longer and more lyrical kind, and include two of the most emotive and powerful Grimm stories, "The Juniper Tree" and "Fitcher's Bird," but the unwieldy translation, together with Richard Adams's scholarly introduction on the function of the folk tale, make this more of a reading, not a telling, book.

In **More Favourite Tales from Grimm** (Pelham Books £5.95), five classic stories, illustrated by Svend Otto S and issued as single tales in picture books over the last 10 years, have been bound together without even the alteration of different sized type-faces. The translators responsible for the original texts tried to make their versions up-to-date and readable, though Anthea Bell's brisk prose captures the spirit of Grimm rather better than Anne Rogers, who errs towards abruptness and subsequent loss of grace and rhythm.

Single versions often have no acknowledged translator or editor. The **Wolf and the Seven Little Kids** (Abelard/North-South £5.50), illustrated by Agnès Mathieu, appears to be a straight translation, told with swift precision in a narrative style that hints at the far-off story-teller and should be read aloud. **Hansel and Gretel** (Neugebauer Press £4.50) however, is drastically edited, with whole paragraphs cut without regard for deliberate touches of prolonged description that make the harsh aspects of this tale more distant and bearable in the original.

The question of the illustration of traditional tales is a vexed one: the tales originated orally and need no visual comment. Neither characters nor environment are ever clearly defined, and set forms imposed on the mind only threaten the universal imagery of the tale. Most successful illustration aims to reflect the imaginative mood of the text, merging a sensitivity to the spirit of the oral tale with the particular native characteristics under consideration, so that the result is as timeless as the text. The above examples have been illustrated by artists from four different nationalities: England's Pauline Ellison's pretty, meticulous paintings offer too specific an interpretation, and those of Danish Svend Otto S are totally inappropriate, far too superficial and sentimental to match the deep, sober strength of the German tales. Agnès Mathieu has produced some dominating work on a larger scale than is really necessary, and which, while suitably defiant, places the text in a subordinate position. Lisbeth Zwerger does not show quite the same empathy for *Hansel and Gretel* as she did for *Little Red-Cap*, and though the Rackham influence still affects her colour work, the superiority of brown and grey, sparse detail and general lack of inspiration, make this a dull, unhappy book. None of the four has succeeded in capturing the mysterious forces in Grimm that Rackham and Sendak have done.

One unfortunate aspect of the international market has been that, while the fairy tale is often chosen for its ability to transcend language and boundaries, its great appeal to the artist results in the illustration being given prominence over the text, whose origins are neglected. However, despite these impositions, the strength and perennial beauty of the traditional tale have ensured its survival from the mists of antiquity to the present day, and if the future, so long as there are people left on earth, there will be tales to tell.

Tessa Rose Chester

BOOKS

Chemical milestone revisited

Revised Nuffield Advanced science: Chemistry, Student's Book 1
Longman £5.95 582 35361 0
Revised Nuffield Advanced Science: Chemistry. Teachers' Guide 1 (Topics 1 to 11)
Longman £8.95 582 35364 5

The production of the Nuffield O level scheme in 1966 and the A level scheme in 1970 in Chemistry are major landmarks in curriculum development of the subject; no exam syllabus, no course, and no teacher can have remained untouched by their influence. The revision of the O level course in the late seventies made a further major contribution to the teaching of the subject, notably the invaluable *Teachers' Guide* II which is used as the prime source of ideas in many schools when courses other than Nuffield are taught. Now, at last, the first books of the Revised A level scheme are available.

One's immediate impression is of familarity: the format, and size are the same (a pity in some ways, there are few books at this level which use such a small size); much of the original material has been retained, a testimony to *the quality of work of the original* team, and to the good sense of the revisers. There are some changes to the order. New sections, new background material and new experiments are included. Indeed all the hallmarks of a most careful, thoroughgoing revision are present.

The modification was felt to be necessary to take account of many developments and new discoveries in chemistry, of changes in industrial processes, in the naming of chemicals, in units and in safety matters. However, it has also allowed a radical re-evaluation of the content of the course. The aim is still to emphasize principles, to develop imaginative thinking and understanding from the students, so that they can interpret and explain observations. The cornerstones of understanding in the view of the authors are the periodic table, the relationship between structure and properties, and the use of energy transfers to determine feasibility and outcome of reactions. This latter aid to understanding is perhaps the most radical and significant modification. The Second Law of Thermodynamics is introduced early in the course. It appears quite naturally under "properties of gases", "atomic structure" and "energetics", slowly building up the concept in an apparently painless fashion, a process which will be continued in Book II. Prejudice suggests that such "difficult" topics should be left to the end of the course, but the authors argue, with justification, that it is of such fundamental importance, permeating many areas of the subject, *that it must be introduced early. There* can be little doubt that most teachers will be won round once they have studied the excellent presentation of the ideas, and the arguments in favour of them.

Inorganic topics have also been modified, basing the subject even more firmly on the periodic table. Since periodicity is now thoroughly covered in most O level syllabuses (a mark of the influence of Nuffield on curriculum development) the topic is considerably reduced in the revised scheme but permeates all aspects of inorganic chemistry. S-Block becomes the second topic, injecting straightforward practical work at an early point in the course, so that good habits of procedure, safety, discussion and interpretation can be inculcated as soon as possible. Organic chemistry has been divided into four sections. There is still emphasis on reaction type and mechanism, but greater importance is attached to classification of regents. Modern analytical techniques, infrared spectroscopy and mass spectrometry are included in some depth, and practical work has been considerably expanded, incorporating a substantial number of preparative exercises, partly to replace the organic synthesis project. These changes go some way to mollifying the criticisms of lack of depth, and lack of preparative skills that are levelled against the organic sections of Nuffield.

There has been a marked improvement in the quality of questions, notably for organic, and also some very stimulating questions on the *Second Law, although some are rather* mechanical, academic and dreary, not really reflecting the type of questions set in the examinations.

One of the most invaluable parts of the original text was the background reading, a successful attempt to relate modern industrial chemistry to basic chemical principle, showing the relevance of chemistry to the broader community and to other aspects of science; an idea that has been taken up by many other authors. The background reading has been greatly ex*tended, compensating for the demise* of "Chemist in Action". The sections are invariably interesting, stimulating and eminently readable, having been produced by experts in their field, covering areas such as rocket propellants, mineral structure, energetics of food, and diabetes.

The topic on "Solvation" has been omitted, that on moles has been incorporated into periodic table, and the order of topics has been modified (although this is only one possible teaching sequence). In some ways it feels wrong to leave bonding so late (it is topic 8), but it fits in with the overall philosophy. Within sections, the orders have been modified: in atomic structure for example, electron arrangement precedes mass spectroscopy, and the spectra and valve methods for determining ionization energy have been reversed. This may appear cosmetic, but it increases the degree of continuity.

There can be no doubt the team has done an excellent job, retaining the strengths of the original but introducing many novel ideas, which may well have a knock on effect on chemistry teaching in general. Teachers will look forward with eager anticipation to Book 2, especially to see the rumoured large changes to Kinetics, the integration of the second law into other areas of physical chemistry, and the treatment of a new topic – groups III–VI

Chris Mason

Tomie de Paola's Sing, Pierrot, Sing (Methuen, £6.95) is subtitled "a picture book in mime". As this suggests, the classic story of Pierrot, Columbine and Harlequin is simply told without words, except for the briefest storyteller's introduction. It reflects Mr de Paola's love for and close connexion with the theatre: he has said that for him "coming up with a character is like casting a play". He enjoys letting pictures tell a story, depending on the child's fresh eye to pick up details which might pass an adult by. His chief purpose is to give children pleasure. If his work provides more than enjoyment "that's fine; if only enjoyment that's very fine".

His father was conceived in Italy but born in America and Tomie de Paola lives in New Hampshire, but the influence of Italian Renaissance painting and his early training as a Catholic shine out of his work. He loves Christmas in particular and has several popular Christmas picture books to his credit, the most recent being The Story of the Three Wise Kings (Methuen £4.95). He is a compulsive storyteller, often visiting schools to talk and draw. That side of his talent is inherited from his Irish grandfather, "a great storyteller".

Scientific theory

Science and the Making of the Modern World. By J Marks.
Heinemann £9.50. 0 435 54781 X.

If, as John Donne pronounced, no man is an Island, so no scientific discovery or invention can be set in isolation. The interactions with other disciplines, and the impact of each phase of the growth of any aspect of science upon the way we think and live, constitute one of the messages to be found in this densely-packed book.

There are, in fact, as many messages as the varied predilections of a reader may determine. The book derives from a course of lectures taken by all science undergraduates at the Polytechnic of North London. The fitting suggestion is that it would be appropriate for all concerned with the history, philosophy and sociology of science.

Features such as pollution, genetic manipulation, the conflict of interests between the haves and the havenots of different regions of the world, the computer, and the employment and hazards of nuclear weapons are all set in proper perspective among details of the accelerating development of scientific knowledge.

The repercussions of science, its "direct and indirect influence", should not, argues this text, be taken for granted. Technological change, the result of industrial revolutions, is everywhere evident. But there are also the evolution of ideas and the metamorphoses in political systems to be considered, together with a new realization of the place of man, and Earth, in the universe.

The story starts with pre-Copernican astronomical ideas, moves through the work of Galileo and the Renaissance to that of Descartes and Newton and the eighteenth century establishment of such social sciences as psychology, sociology, economics and demography. Here the interweaving of the strands becomes more significant.

Industrial growth (machines, the railways, electrification) ran alongside major changes in the way in which people were housed, lived and worked. Meantime Darwin and Marx, Malthus and many social reformers, were opening up new lines of thought and action.

All this, in authoritative particular, occupies the first half of this large book. The second half considers the twentieth century, with its astounding growth of scientific learning, the consequent difficulties of a mass comprehension of specialist topics, and the increasing involvement of governments in the control, utilization and even exploitation of the many discoveries.

As one instance of the interdependence of the sciences, the double-helical structure of DNA is quoted as encompassing "not only biologists but also experts in mathematics, physics, chemistry, biochemistry, crystallography and computing."

Then come the political implications. Why, for example, is money poured into the development of nuclear energy or space travel? Where will the policies of Russia and America, China or Japan lead? How can or will, the new technologies be applied in the Third World? And, in all countries, can the effects of computers be foreseen, not least in the realms of personal privacy?

These are large questions. This text provides an accurate background against which to consider, logically and scientifically, the sort of answers that could be possible. The history and the arguments are fluently and honestly presented in a work of remarkable value. (A hardback edition at £19.50 is presumably for libraries.)

Students and general readers alike will find ample material for a multitude of debates. Whether there can be any reconciliation between those who would press on with scientific and technological research at all costs and without concern for the consequences, and those who feel that enough is enough, is itself problematical.

F W Kellaway

Life and death

Seaward. By Susan Cooper.
Bodley Head £5.95.
0 370 30995 2.

Seaward is Susan Cooper's first novel since her highly-regarded sequence "The Dark is Rising". It is an allegorical fantasy about two teenagers astray in a mysterious land across which they journey to the sea, in search of their recently dead parents. In their growing love, they face out their guilt and calm their grief, till at the end they turn from death to life, and are sent back to our world, in which it is promised they will meet again. The landscape through which they travel is depicted with vivid visual flair: "Sometimes she crossed sweeping areas of bracken, the tough green fronds as high as her waist, so that she was wading through a rustling green sea". The prose is sensuous and pacy, and the story powerfully conceived. Yet it seems, in the end, hollow.

The book assumes that the "important" questions of life and death, love and hate, can be understood – indeed can be understood better – in isolation from the trivialities of day-to-day existence. But it is the trivialities that provide the importance, and without them the questions seem neither real nor pressing. We can scarcely care much about the two main characters, Cally and Westerly, when it is impossible to tell from the text what countries they are supposed to come from. *Without their* backgrounds, they are two-dimensional. The best of the earlier fantasy sequence, the novel *The Dark is Rising*, stands above the others because it alone takes the battle between Darkness and Light into the home of the boy Will, and puts at risk a carefully observed and cariingly conveyed emotional security. In contrast these wanderers in the land of death never properly engage our feelings, because Susan Cooper never convinces us they were ever alive.

Neil Philip

Voice of India

The Valiant Chatti-maker
By Rumer Godden
Macmillan £4.50 333 35252 4

Rumer Godden is a seasoned writer of children's books – *The Valiant Chatti-maker* is her twenty-second. In choosing to re-tell the old Indian folk-tale about a poor potter who becomes a hero, Ms Godden has made an astute choice. The story is full of amusing incidents. It has a strong and positive woman character, and it gives children a rudimentary but clear idea of some aspects of the social system in India. Ms Godden's version is based on the story as told by Sir Owain Jenkins.

The potter in the story was poor because virtually nobody got around to paying him for his goods. The palace servants claimed that the clay belonged to the maharaja and so took them for nothing. The brahmins said they were a gift to the temple, and the merchants said they were cracked, lopsided, and the wrong colour. It is only when the potter marries the Clever Little Wife, who is as intelligent as she is strong-minded, that he learns to deal with all his exploitative customers. Unlike the average daughter in India who waits for her parents to decide who she would marry, the Clever Little Wife decides for herself that it is the potter she wants, because he is gentle and kind, even though he is generally considered unattractive because of his dark skin, his bent back and his poverty.

The potter is also helped by a series of lucky accidents, and ends up with the title "Inexpressibly Valiant and Terrible" when the truth is very different!

The illustrations by Jeroo Roy, an Indian illustrator, are attractive for the most part though the faces of the central characters are not particularly interesting. I also wonder about the illustration on page 25 in which the Clever Little Wife is shown in a white sari. Colours vary in significance in different parts of India, but white is generally associated with widows. It seems to be an oversight.

Eunice de Souza

RESOURCES

"Heart of the Dragon" – to be available soon?

Copying rights

Carolyn O'Grady on Channel 4's new licensing agreement which may set the pattern for future *copyright schemes in education*

Channel 4 last week launched its pioneering scheme to enable schools and colleges to videorecord their programmes legally. The channel has set up a licensing scheme in association with Guild Learning, who have been operating a similar scheme with the Open University, which will enable educational institutions to copy selected series on Channel 4. So far this does not cover series produced by the ITV companies. But John Dent, managing director of Guild Learning, said he was hopeful that the ITV companies, and even perhaps eventually the BBC, would follow suit with similar schemes. Such an extension of the scheme would, of course, not apply to schools and continuing education progammes on ITV and the BBC, as educational institutions are already allowed to record and keep these for up to three years.

Naomi Sargant, Channel 4's *commissioning editor for education*, said that her department had been receiving an average of about 30 letters a month on the subject of copyright and the need to make programmes legally available. Ideally Channel 4 would have liked to see a statutory scheme established by the government, but as this did not seem likely to occur in the foreseeable future, they had opted for the Guild-organized scheme, which, she said, would make Channel 4's programmes "as accessible as we think they should be".

Ms Sargant described the scheme as "an honour scheme" – schools would be required to keep their own logs of programmes used – which would be non-profit making for Channel 4. However, without such a scheme it is, of course, illegal to make copies of television programmes unless specific permission has been granted, as is the case with BBC and ITV education series, though no educational institution has yet been sued for video recording. Channel 4 will be making available a broad range of programmes, not only those designated as educational.

A commissioning channel like Channel 4 is unable to initiate a similar scheme to that organized for BBC and ITV education programmes because it takes programmes from independent producers and ITV companies who negotiate the rights. In America, licensing schemes on the lines of that devised by Channel 4 and Guild Learning are employed extensively. And with the advent of cable and satellite broadcasting here they may proliferate, unless a national scheme is introduced. A licensing agency, which could, for example, issue blanket licences; a tax on videotapes and/or videorecorders are some of the ideas which have been discussed, but there are no plans to implement any of these.

Under the Guild Learning/Channel 4 scheme educational institutions pay a registration fee which ranges from £4.00 per annum for individual schools, and up to £30 per annum for commercial and industrial companies using the video copies for training purposes. L.e.a.s can obtain a special discount on the fee when registering all schools plus other educational institutions in their area, and this is how Guild anticipate that it will mostly be done. It is noteworthy that in the case of the Open University scheme, the registration fee disappeared when the scheme became successful enough to cover its costs from programme fees.

Fees for each programme recorded cover up to 12 months' use of the programme. Each designated programme is given a fee code and institutions pay between £1.00 and £10.00 for recording. They are required to log programmes recorded on a log sheet provided and to submit this to Guild every year. The company will then invoice them.

So far ITV companies have declined to take part in the scheme, but Channel 4 has reached agreement with several independent companies for programmes which will be broadcast from May onwards. (It is not possible to reach retrospective agreements with companies whose programmes have already been broadcast). Series include *Whose Town is it Anyway* (fee to schools £2.00), which looks at the current crisis facing Britain's cities; *A Week in Politics* (fee to schools £2.00), a political magazine; *Diverse Reports*, (fee to schools £2.00), which is described as a look at "the inner workings of the news media seen through an irreverent eye"; and *Design Matters* (fee to schools £4.00), which looks at the importance of design in engineering, planning fashion and technology. Channel 4 is also negotiating for the rights of *The Heart of the Dragon*, when it is repeated; *Today's History*, which looks at aspects of history relevant to today; and *How Wars End*, a series of lectures by A J P Taylor.

Institutions taking part in the scheme will be sent a three month outline schedule giving titles of those programmes which can be copied. Educational publications, including *The TES*, will carry notices, and information will also be available on 4 Tel, the Channel 4 Teletext service.

The Council for Educational Technology, which for some years has been campaigning for new copyright legislation which would give education the right to copy broadcasts, hailed Channel 4's scheme as one way forward out of the impasse in which education had found itself in this area. Geoff Crabb, CET's copyright expert, echoed the hope that this might encourage the BBC and ITV companies to establish their own schemes.

notes

VIDEO AND COMPUTER EXHIBITION
The Inner London Education Authority are holding an "AVA Video and Computer Exhibition" on Thursday April 5 at Goldsmith's College, Lewisham Way, New Cross, London SE14.

The exhibition will run from 9.30am to 5.0pm and will be open to all ILEA staff, but members of outer London boroughs are also welcome. Items on show will include photocopiers, computers, videorecorders, television sets, film projectors, duplicators and binders. All *the equipment is approved for ILEA use* and supplies staff and engineers will be available to give advice to teachers.

Further information from Stephen Rolph, ILEA AVA Equipment Officer, on 01-633 2375.

TECHNOLOGY CENTRE
An equipment centre to aid teachers of technology and crafts has been set up in Manchester by Flamefast Ltd, who make equipment for those subjects. The centre will, say Flamefast, enable teachers to assess the latest equipment and systems from several manufacturers. Educational advisors will also be on hand at Flamefast Ltd, Pendlebury Industrial Estate, Bridge Street, Swinton, Manchester M27 1FJ (tel: 061-793 9333).

READING PROGRAMS
The Centre for the Teaching of Reading at the University of Reading has received a grant from the Cadmean Trust and Microelectronics Education Programme to evaluate programs which might be useful in primary schools for reading and language work. They are already looking at over 100 programs and will be publishing evaluations on these and other software together with general comments in six months' time.

CET NEWS
CET News is the way to keep up to date with the development programme of the Council for Educational Technology for the UK.

Recent issues have included articles on copyright, Prestel and education, information technology and library skills, microcomputers and special education, audioconferencing and interactive video.

The newsletter is free of charge and is published termly. If you would like a sample copy, contact Simon Newton, CET, 3 Devonshire Street, London W1N 2BA (tel: 01-636 4186).

DISABLED SCHEME
A scheme to make funds for new microtechnology aids available to young disabled people has been established by the British Microcomputing Awards, which is organized by the Sunday Times and VNU Business Publications. Patrons of COMET – Concerned Micros in Education and Training – include Baroness Masham, Lady Wagner and the Rt Hon Jack Ashley. The scheme will be administered by the National Bureau for Handicapped Students who will be setting up a special advisory panel to consider applications and assess requirements.

National Bureau for Handicapped Students, 40 Brunswick Square, London WC1 1AZ.

Fast talk

Twentieth Century News. By John Pint Book and cassette. Price £7.95.
Available from Pergamon Press, Headington Hill Hall, Oxford OX3.

One of the embarrassments almost certain to overcome the learner of a foreign language is the discovery that classroom proficiency does not equal comprehension of the everyday spoken language. It is one thing to follow a teacher's precise enunciation and quite another to understand the person in the street or a fast-talking newsreader.

This is the premise of John Pint's book and audiotape, which are designed to help ESL students to follow English (or, more precisely, American English) as it is spoken in films and on news programmes. The 20-minute tape contains 21 short passages, many of them news items ranging from the assassination of Gandhi to the end of the Vietnam war and from Nixon's resignation to that infamous New York power cut. The other items include a radio commercial, instructions for the use of a camera and a family quarrel. These are all spoken in a mixture of mid-Atlantic and Canadian accents at normal speed which "will sound . . . very fast to the intermediate or advanced student for whom it is intended".

However, the kit's purpose is not comprehension but, as the book reveals, to be helpful in showing students how words and phrases like "in a minute" and "give me" can be run together or deformed in everyday speech. To this end the book contains three versions of each passage. In the first version they are printed in cloze form, the missing words being easy or common ones (but difficult to catch aurally). In the second version the missing words are replaced and the rarer ones are glossed. In the third version, another cloze exercise, it is the harder words that are omitted.

Though fairly simple in concept, *Twentieth Century News* is not only a useful ESL teaching resource but an interesting introduction to the natures of spoken and written language for those for whom English is their mother tongue.

David Self

A leap in the dark

by John A Barker

Introducing British Amphibians
A set of forty plastic mounted 35mm slides with notes and a leaflet
Reference *AUP. 074*
Price £7.95
Also available as a filmstrip @ £3.95.
A tape commentary is available @ £3.00

World Wildlife Fund/International Union for Conservation of Nature and Natural Resources.

Available from: WWF/IUCN International Education Project, Greenfield House, Guiting Power, Gloucestershire GL54 5TZ

The Frog, a colour chart, size 995mm by 750mm, with notes.
Reference T74. Price £3.40 + VAT.
Available from: Pictorial Charts Educational Trust, 27 Kirchen Road, London, W13 OUD.

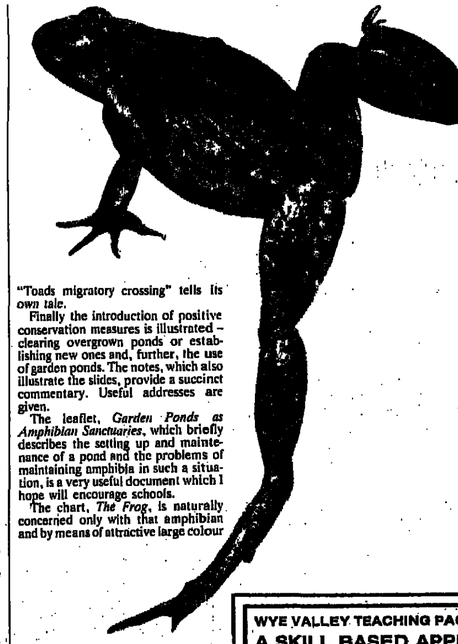
This slide set very successfully introduces us to our six native species of amphibia: a frog, two toads, and three newts. It also illustrates the three introduced species: the Marsh and the Edible frogs and the European tree frog, all of which have limited distributions in Southern England. The general characteristics of amphibia and the life cycle are covered, although not in great detail.

The last fifteen or so slides are concerned with protection and conservation, with a rather horrific slide showing over 30 freshly killed toads piled up together, probably done by a mink. Other problems are illustrated: pollution of breeding ponds, and roads for through building and agricultural developments. The road sign "Toads migratory crossing" tells its *own tale*.

Finally the introduction of positive conservation measures is illustrated – clearing overgrown ponds or establishing new ones and, further, the use of garden ponds. The notes, which also illustrate the slides, provide a succinct commentary. Useful addresses are given.

The leaflet, *Garden Ponds as Amphibian Sanctuaries*, which briefly describes the setting up and maintenance of a pond and the problems of maintaining amphibia in such a situation, is a very useful document which I hope will encourage schools.

The chart, *The Frog*, is naturally concerned only with that amphibian and by means of attractive large colour photographs and drawings illustrates *the life cycle of the common frog*. It also shows three different species of the colourful genus *Dendrobates*. This is a Central American species which is poisonous and the frogs are used by Indians to make poison arrows. As a whole, the photographs are attractive and eye-catching. They show the developmental stages very clearly. The notes amplify the details of development as well as providing instructions on keeping tadpoles.



MEDIA

briefings
radio & tv

Open University

CRISIS OR CONTROL
(Sunday, 11.50 BBC2)
Case study material for students following the "Effective Manager" course, who study on the fictional world of a small brewery.
ANTONY AND CLEOPATRA
(Sunday, 12.40 BBC2)
A study of production and acting techniques.

Continuing education and general interest

GROUNDSWELL
(Saturday, 15.30 Radio 4)
A weekly topical look at environmental news and issues. Investigates policy on green belt and watersides and launches a campaign to find out what amenities the public would like to see in their local park.
EAR SAY
(Saturday, 18.00 C4)
A new show on the contemporary music scene.
TECHNICAL STUDIES
(Sunday, 11.20 BBC1)
A series showing how basic concepts in manufacturing technology are used in modern industry. This week – welding.
THE FUTURE OF WORK
(Sunday, 16.00 VHF4)
The second of four talks by Prof. Charles Handy suggesting a different approach to the world of work.
ANYTHING WE CAN DO
(Sunday, 16.45 C4)
On a visit to Birmingham, Mike, John and Helen are fascinated by an interactive teletext service and are introduced to one of the world's most successful software companies – staffed almost entirely by teenagers.
TAKING THE INITIATIVE
(Sunday, 17.30 VHF4)
A series examining the initiatives taken by various groups to provide new job opportunities.

The first school broadcast ever made consisted of a reading from a French classic, a piece played on a violin and a 15 minute talk on The Ballad. It went out in Scotland in 1924 to a single school.

Not long after that initial effort Lord Reith, first Director General of the BBC, set up a national, experimental school radio service. He appointed J C Stobart, from the Board of Education, and Mary Somerville, straight down from Oxford, to run it.

Mary Somerville had "an extraordinary personal dominance", says John Scupham, who joined school radio after the war. She built up a team consisting of Rhoda Power, George Dixon, Jean Sutcliffe and others which had "an intimate family feeling." But the family was "matriarchal." There was "an unquestioning acceptance that Mary was right". At the same time, she was always receptive to others' ideas. She was the inspiration and force that was to mould the school radio service into something enduring.

She had had a vision of what radio could mean for pupils and teachers when she heard her first ever radio broadcast. As she points out in *School Broadcasting in Britain* by Richard Palmer, the wireless at that time seemed a magical medium in its ability to bring music and literature into every classroom and home. At the same time, "a new policy for education was in the air" of a liberal education for all. The way forward seemed obvious: gifted teachers, musicians and travellers would bring culture and the great world into schools with their lectures and concerts.

But after less than two years changes were needed. Complaints were coming thick and fast. Some lecturers talked down to the children; some spoke far above their heads. An investigation was mounted, funded by the Carnegie Trustees. For a year BBC staff went into schools in Kent, listened to broadcasts with children and talked to teachers and HMIs.

They discovered the importance of finding the children's level and of a "story" element to programmes to engage the feelings and imagination as well as the mind. They saw that they must exploit radio's particular strengths as a medium. And they realized that they must work closely with teachers in schools. The way ahead was at last coming clear.

Not long after that inquiry Rhoda Power gave a talk on medieval London in which she described some medieval street songs. George Dixon pointed out that these were still extant and could be sung into the microphone. They could even be sung by voices which were approaching and then receding, as though the singers were crossing London Bridge. The dramatized history programme was launched.

At about the same time the first "outside" broadcast, in which a broadcaster described the pothole he stood in, was made. These and other developments were made possible by the close, creative relationships between all the pioneers, says John Scupham. There was also a network of connexions with the other experimenters of the "golden years of wireless", when the BBC's monopoly in Britain, and primacy in the world, went unchallenged.

There was one surprise "finding" – to present-day listeners – in the report of the Kent inquiry. It was that school radio was unsuited to children under nine. Mary Somerville soon challenged that notion. She found a teacher of music to infants and juniors who had developed her own methods of music teaching from the eurythmics system of Delcroze. Ann Driver's *Music and Movement* became one of the most popular ever of school radio programmes.

It was continued after Miss Driver left broadcasting and has led to *Playtime, Let's Move* and *Words, Sounds and Movement*. (The present-day programmes, though, focus on words and drama, while the original *Music and Movement* was firmly based on, and meant to teach, music.)

Throughout the years up to and during the Second World War the ethos in which the school broadcasters worked subsumed the opinion that broadcasts were "memorable interruptions" to school life. They were complementary to classroom teaching, not part of it. After the war that ethos began to change. Despite fierce resistance from Rhoda Power, who felt that history and other subjects taught over the air should fire the imagination, not impart "dates and facts and causes", many broadcasts became the basis of ordinary term teaching. This was partly due to the dire shortage of specialized teachers and the baffling "newness" of new maths and science.

In many schools *Singing Together* took the place of non-existent singing teachers. The BBC began to put out free or cheap publications to complement programmes. Of course broadcasts designed chiefly to go alongside, not form the basis of, a term's syllabus, still existed, as they do today.

With the coming of educational television, in the fifties, the future of school radio seemed for a while uncertain. Listening figures were dropping. There were those who claimed that anything radio could do, television could do better. But the development of the magnetic tape recorder, which replaced direct disc recording, gave radio a new lease of life. It enabled producers to use unscripted interviews and outside broadcasts at will. By the early sixties it allowed teachers to record broadcasts to use with their classes when and as it suited them. And at the same time it made possible the development of radiovision.

There were other, linked changes. During the sixties teaching on radio became more concerned with children's own lives and experience and less informed by tradition, as did teaching in schools. Norman Lloyd Williams became head of school radio in 1960 and felt strongly that a shake-up was needed. He encouraged Moira Doolan to develop "creative writing" broadcasts, such as *Listening and Writing*, as part of secondary English. He presided over the new style of music programme, which had children banging and scraping things to music, and of science programmes uncompetitive with television, "quietly die down".

Most significantly, perhaps, he worked hard to develop both radiovision and printed material for teachers. By the late sixties and early seventies school radio pamphlets and filmstrips were "a major industry", according to Charles Armour, Norman Lloyd Williams' successor, with a turnover of "£1m a year". Television had overtaken radio in popularity in certain subjects, such as science and geography, but radio was more than holding its own in English, languages and music.

Since the late seventies inflation and cuts have caused a reduction in school radio publications and undermined confidence. The competition from television is greater. Almost all schools now have televisions and almost all secondary schools and almost half primary schools have videotape recorders. But school radio is still strong in the subjects the best suit the medium. And it is still changing and innovating. It was pioneered programmes on microtechnology. It has put out its first series of programmes on "leisure activities" for teenagers. It has introduced a "radio shop" for the sale of cassettes of specially popular programmes. Its language broadcasts now go out in the evenings to make more space during the day.

Several of school radio's programmes are still as popular as any on television. Radio has its special strengths and will always, surely, have a significant place in school broadcasting.

60 Years of School Radio, a documentary, will be broadcast on Radio 4 on April 4 at 8.45pm.

Making waves

Next month School Radio celebrates its sixtieth anniversary. Frances Hill looks back to the first broadcast

Half of the picture

Gillian Klein reviews 'Caribbean Links'

SCHOOL RADIO
Caribbean Links
To be repeated on Radio 4 from April 11 to May 16 at 11pm.

Caribbean Links follows *Asian Links* on BBC Radio. Each 30-minute programme focuses on one area: Guyana on the South American mainland; Jamaica in the north-west Caribbean; Barbados in the eastern Caribbean; smaller islands of the eastern Caribbean – such as Antigua and St Kitts; Trinidad and Tobago in the south-east; and finally, speakers from each area have a discussion. The programmes make interesting listening. The voices themselves are varied, vivid, pleasing, the musical interludes apt and delightful. There are wonderful cameos: Louise Bennet, that celebrant of Jamaican life, and Paul Keens Douglas and Linton Kwesi Johnson.

But are these programmes intended especially for that community I wonder? If so, will its interests be captivated by a series which offers relatively little in the way of nostalgia and dwells chiefly on the experiences of black settlers in Britain and such a limited range of settlers at that.

The views, like the voices, are those of individuals. A history student speaks of her homeland, whose name "Guyana" means "land of many waters," and how much she was reminded of it by Amsterdam. A St Kittitian describes how the close sense of community, characteristic of its villages, has been transposed to groups in Northern British cities.

But these gentle reflections are set against the "received wisdom" of a racist host community. The series opens with a Hyde Park orator from Guyana, who has certainly earned his soapbox, reciting and then refuting the stereotype images of Mr Catibbean as no more than sunshine and bananas; he observes that, while whites settle (having, of course, first *discovered* his place), blacks are *immigrants*. Is the series designed then not only to appeal to a wider audience but actually to disabuse the British of their misconceptions about the West Indies?

If so, it is only partly successful. The technique of recording individual opinions means often that only one view is given on a particular issue. And at times this is a view which may tally with the outsiders' – that is, the white British, views and generalizations. Fun and parties come up in the Jamaican context, religion in a Barbejan one. A teacher from Jamaica offers comment on British education that would grist to the mill that grinds out Black Papers and suggests that, in coming from a family that does not believe in beatings, her experience is unusual.

Another woman cheerfully accepts an equation of Rastafarianism with mugging and theft but these, she assures us, are not the "real" Rastafarians, who she knows to be the gentlest of people. At least, those who listen to the programme on Barbados will hear a minister describing Rastafarians as deeply religious.

The series is permeated with politics, but politics of a limited nature, limited for one thing by age. We do not hear any young Black Britons speaking about British life. About the impact of a visit to the country of their parents' origin, certainly: how impressed they are with the warmth and friendliness of the villages. What is never touched on is what England promises for that youth and his peers. England, like the islands, is mediated through the eyes, memories and voices of his elders. Appropriate when we are speaking of faraway places in bygone times, but only half of the picture when talking of here and now. Undeniably, though, it is an agreeable picture.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX.

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Nursery Education

Other Appointments

BERKSHIRE
WILDRIDINGS COUNTY INFANT SCHOOL (NURSERY UNIT)
Nelmerton Way, Bracknell, Berks. RG12 4DJ.
N.O.R. 93.
Required for September 1984, experienced Nursery/Infant TEACHER-IN-CHARGE (Scale 1) for a Nursery Unit attached to the Infant School. The successful candidate would be expected to work closely with the Infant staff, encourage parental involvement and participate in the training of NAEYC Students.
Application form and further details available from the Headmistress (SAE).
Tel. 0344 ... Bracknell) 424493.
Closing date March 30th, 1984.
Berkshire County Council is an equal opportunity employer. (39487) 110026

BRENT
LONDON BOROUGH OF BRENT
ROE GREEN INFANTS SCHOOL
Princes Avenue, NW9 9JL (Roll: 197 plus 60 Nursery)
Required for September 1984 NURSERY TRAINED TEACHER (Scale 1)
London Allowance of £986 per annum is payable. Brent is an Equal Opportunities employer. Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher. Returnable within 10 days. (39248) 110026

DORSET
COUNTY COUNCIL
SINGLEIGH FIRST SCHOOL
Road, Bournemouth
ADVERTISEMENT
Required for September 1984, experienced Teacher for 78 place nursery. Nursery training an advantage. Scale 2.
Application forms, job description and further details from the Headteacher (sae) on receipt of a s.a.e. (39015) 110026

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION COMMITTEE CARVILLE FIRST SCHOOL
The Avenue, Wallsend, Tyne and Wear NE28 9DW
Headteacher: Mrs. G. W. Oliver
Required for 1st September 1984.
Scale 2 EXPERIENCED NURSERY TEACHER to run a well established 40 place Nursery Unit.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields NE29 0BW, and should be returned to the Headteacher within two weeks of the appearance of this advertisement. (39215) 110026

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION COMMITTEE HOLY CROSS RC PRIMARY SCHOOL
Coniscon Road, Wallsend NE28 0EP
Headteacher: Mr. S. Handy
Required for 1st September 1984.
Scale 1 NURSERY TEACHER (or 40 place Nursery Unit. Practising Catholic preferred.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields NE29 0BW, and should be returned to Father T. Kerr, Holy Cross Presbytery, Wallsend Road, Wallsend NE28 0EP, within two weeks of the appearance of this advertisement. (39216) 110026

NORTH YORKSHIRE
COUNTY COUNCIL
Required for September 1984, a suitably qualified NURSERY TEACHER SCALE 1 to work as part of a team in this 35 place nursery unit at
CARNAGILL COUNTY PRIMARY SCHOOL, CATTERICK GARRISON.
Send stamped addressed envelope for application form to the County Education Officer, County Hall, Northallerton DL7 8AD, to whom completed forms should be returned by 4 April 1984. (39209) 110026

Primary School Education

Headships

AVON COUNTY
ILMINSTER AVENUE INFANTS SCHOOL
Ilminster Avenue, Knowle West, Bristol BS4 1NW
Vacancy from 1 September 1984. Salary in accordance with Group 4.
Further details and application form, returnable by 13 April 1984, from Director of Education, PO Box 37, Avon House, Horfield, St James Barton, Bristol BS99 7EB. Please enclose sae.
Avon is an equal opportunities employer. (64450) 110010

BERKSHIRE
S.P. COLLIER PRIMARY SCHOOL
81 York Road, Reading N.O.R. 230
Required for September 1984, HEADTEACHER (Group 4).
Application forms and further details from the Director of Education (SE), 559 Shire Hall, Shinfield Park, Reading RG2 9XE (SAE).
Closing date April 11th, 1984.
Berkshire County Council is an equal opportunity employer. (39188) 110010

BERKSHIRE
MAIDENHEAD TEACHERS CENTRE
St. Edmunds House, Ray Mill Road West, Maidenhead SL6 1QQ
Required September 1984, HEAD OF TEACHERS CENTRE (Group 5).
Please add our main advertisement under secondary. (39180) 110010

BRENT
LONDON BOROUGH OF BRENT
OUR LADY OF GRACE R.C. INFANT AND NURSERY SCHOOL
Dollis Hill Avenue, NW2
(Roll: 190 plus 60 part-time Nursery Open Plan)
Required September 1984 HEAD TEACHER (Group 4).
Previous applicants will be considered.
Application forms (sae) from Rev. F. Reynolds, 310 Dollis Hill Lane, NW2 6HE returnable within 10 days.
London Allowance of £987 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education. (39560) 110010

BUCKINGHAMSHIRE
HIGH WYCOMBE C. OF E. (AIDED) COMBINED SCHOOL
Loakes Park, High Wycombe HP13 6JJ
APPOINTMENT OF HEADTEACHER - GROUP 5
Applications are invited for this appointment from September 1984. Applicants should be in sympathy with the aims of the school and its Christian ethos, and be communicant members of the Church of England.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £900) and incidental expenses of £150 payable in approved cases. Housing allowance pending removal also payable in approved cases.
Application forms and further particulars from the clerk to the Governors, Acre Hills, Sinclairs, Send Cross Lane, Penn, Bucks HP10 8HD, on receipt of stamped addressed envelope to be returned by 13th April, 1984. (39079) 110010

CUMBRIA
COUNTY COUNCIL
ST. JOHN'S R.C. INFANT SCHOOL
Birks Road, Egremont Moor, Cumbria CA25 5NR
Vacancy, Nursery/Infant 4 - 7, Mixed, n.o.r. 125, S.P.A. (available)
Required for September 1984 a HEAD for this Group 3 School. The Governors invite applications from suitably qualified and experienced teachers who are practising Roman Catholics.
Assistant Director of Education, Union Hall, Scotch Street, Whitehaven, Cumbria CA28 7BG (e.o.s. please).
Completed forms to be returned to Rev. Father J.V. Cahalane, St. Mary's Priory, Cleator Moor, Cumbria CA23 3AS by 13th April 1984. (39358) 110010

CUMBRIA
COUNTY COUNCIL
CASTLE PARK PRIMARY SCHOOL
Spittburn, Kendal
(368 plus 69 part time, mixed 5 - 11, Group 5)
HEADTEACHER required from 1st September 1984.
Application form and further particulars (s.a.e. please) available from and returnable to Assistant Director of Education, John Whinnerah Institute, Abbot Road, Smithy Wood, Sheffield by 13th April 1984. (39353) 110010

DORSET
HEATHLANDS FIRST SCHOOL
Mount Road, Bournemouth (335 on roll, 5 - 8 age range)
Required from September 1984, HEAD TEACHER (Group 5 plus Social Priority School Allowance).
Application forms and details from the Staffing Officer, Education Office, Portcullis House, Richmond Hill, Bournemouth BH2 6EN, on receipt of s.a.e. (Closing date 13th April). (39195) 110010

EAST SUSSEX
ST. THOMAS C.E. PRIMARY SCHOOL
Rye Road, Winchelsea TN36 4EN
Required from September 1st a HEAD TEACHER on Group 3, Experienced member of the Church of England preferred.
Relocation grants available in approved cases.
Application forms (s.a.e. please) available from the County Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG.
Closing date April 17th, (32658) 110010

HAMPSHIRE
PAULSGROVE EAST FIRST SCHOOL
Jubilee Avenue, Portsmouth PO6 3DS
Required September 1984 **HEADTEACHER GROUP 4.**
Application forms and further details from Area Education Officer, Civic Offices, Guildhall Square, Portsmouth, PO1 2BJ (S.A.E. please). Closing date 13th April, 1984. (39195) 110010

HAMPSHIRE
THE HOLME C.E. (CONT) INFANT SCHOOL
Hollis Drive, Hoadly GU35 8PG
HEADTEACHER required for this Group 3 School, September 1984.
Details and application forms available from the Area Education Officer, Southgate House, St Swithun Street, Winchester, on receipt of a foolscap stamped addressed envelope.
Closing date for completed application forms 13th April 1984.
Previous applicants are being considered. (64959) 110010

SEX DISCRIMINATION ACT, 1975

No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless

1. The job is for the purpose of a private householder or
2. It is a business employing fewer than six persons or
3. It is otherwise excepted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.

Wiltshire

Primary Education

HEADSHIP POSTS

LANDFORD CE (CONTROLLED) SCHOOL
Lyndhurst Road, Landford, Salisbury SA5 2AE
Group 2 NOR 72

Required for September 1984, a Head Teacher for this three class Rural Primary School on the Wilts/Hants border between Salisbury and Southampton, close to the New Forest.

Application form and further details (SAE please) from the Chief Education Officer, Education Department (ST/T/PMS) County Hall, Trowbridge BA14 8JB.

Closing date for applications 10th April, 1984.

PARK NORTH JUNIOR AND INFANT SCHOOL
Swindon
Group 6 Expected N.O.R. September 1984, 370
Readvertisement

Previous applicants will remain under consideration and need not re-apply.
This new school will be formed by amalgamating the existing Junior and Infant schools on the site and will occupy the present junior school premises with appropriate adaptations. The school is in post-war buildings and serves a large estate in South East Swindon.
Applications are invited from experienced Teachers who have demonstrated they possess the professional and personal qualities required to establish and lead this new school. It is likely that the successful candidate will already be a Head Teacher. The post is tenable in September.
Application form and further details (SAE please) from and returnable to: The Chief Education Officer, Area Education Office, Sanford House, Sanford Street, Swindon, Wilts SN1 1QH as soon as possible and not later than 6th April, 1984.

PINEHURST INFANTS' SCHOOL
Swindon
Group 4 Expected N.O.R. September, 1984, c.175
Readvertisement

Previous applicants will remain under consideration and need not re-apply.
Applications are invited from suitably qualified and experienced teachers for the Headship of this school which falls vacant in September 1984 on the retirement of the present Head Teacher.
Application form and further details (SAE please) from and returnable to: The Chief Education Officer, Area Education Office, Sanford House, Sanford Street, Swindon, Wilts SN1 1QH by 6th April, 1984.

POTTERNE CE CONTROLLED PRIMARY SCHOOL
Church Corner, Potterne, Devizes SN10 5QX
Group 3 NOR 85

Head Teacher required from September 1984 for this Victorian School situated in a permanent site in the village.
Application forms and further details (SAE please) from and returnable to the Chief Education Officer, Education Department, (ST/T/PMS) County Hall, Trowbridge, Wiltshire BA14 8JB.
Closing date for applications 16th April, 1984.

ST MICHAEL'S CE CONTROLLED SCHOOL
Queensway, Melksham SN12 6LS
Group 6 NOR 335

Head Teacher required from 1st September, 1984.
The school is housed in permanent and some temporary buildings on a pleasant open site and serves an area of predominantly recent housing on the Eastern side of the town. For 1984/1985 the school will have 11 classes.
Application forms and further details (SAE please) from and returnable to the Chief Education Officer, Education Department (ST/T/PMS), County Hall, Trowbridge, Wiltshire BA14 8JB.
Closing date: 6th April, 1984.

DEPUTY HEADSHIP POST

DURRINGTON CE JUNIOR SCHOOL
Bulford Road, Durrington, Salisbury SP4 8DL
Group 4 NOR 176
Re-advertisement

Deputy Head required from September 1984.
Applications are invited from imaginative and enthusiastic teachers able to make a positive contribution to Curriculum Development.
Application form and further details (SAE please) from and returnable to the Headmaster by 10th April, 1984.
Previous applicants will be reconsidered and need not re-apply.

SCALE ONE POST

HEYTESBURY CE AIDED PRIMARY SCHOOL
Nr Warminster
Group 1 NOR 29

TEMPORARY TEACHER FOR ONE YEAR

Experienced reception/infant teacher required from September 1984 in this two teacher village school. Music or recorder player an advantage.
Application form and further details (SAE please) from and returnable to the Headmaster by 11th April.

(9721)

LONDON BOROUGH OF CROYDON
Education Committee
Invite applications for the following

HEADSHIP
of
WINTERBOURNE JUNIOR GIRLS SCHOOL

from well qualified teachers able to run the school in accordance with the best education practice.

Salary: Head Teacher Group 5 plus London Allowance

Tenable: 1st September 1984

Reasonable removal expenses will be reimbursed (details on request).

Application form and further details from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon, CR9 1TP (Telephone 01-686 4433 extn. 2609) to whom completed forms should be returned by 13th April 1984.

(9571)

PRIMARY HEADSHIPS
continued

HAMPSHIRE

THORNHILL FIRST SCHOOL
Readvertisement - previous applicants are still being considered.
Required September or January 1985. Head Group 3.
S.A.E. for application form and details to: Area Education Officer, (SW/PH), Arundel Towers North, Portland Terrace, Southampton SO9 4XE.
Closing date for completed application forms 9th April. (6998) 110010

HERTFORDSHIRE

SHENLEY FIRST SCHOOL
London Road, Shenley
Applications are invited from experienced and qualified teachers for the HEADSHIP of this Group 3 First School from September 1984.
Application form and further particulars (s.a.e. please) from Divisional Education Office, Elstree Way, Borehamwood, Herts. WD6 1RQ. (52285) 110010

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
GORDON C.P. SCHOOL
Gordon Road, Strood, Rochester, Kent ME2 3HQ
(Junior Department)
APPOINTMENT OF HEAD TEACHER
Group 5 Roll 301
Appointment to take effect from September 1984.
Application forms and further details from the Divisional Education Officer, Fort Pitt House, New Road, Rochester, Kent, to whom they should be returned by 20th April 1984.
Re-advertisement: previous applicants will automatically be considered.

DOVER DIVISION
PRESTON-NEXT-WINGHAM COUNTY PRIMARY SCHOOL
Preston, Canterbury, CT3 1HS
APPOINTMENT OF HEAD TEACHER
Group 3 Roll 70
Applications are invited for the post of Headmaster to take up duties as from 1st September 1984.
Application forms and further details (S.A.E. please) are obtainable from the Divisional Education Officer, Cambridge Terrace, Dover CT16 1JU to whom they should be returned by 13th April, 1984.

THANET DIVISION
NEWINGTON COUNTY PRIMARY INFANTS SCHOOL
Melbourne Avenue, Ramsgate, Kent
APPOINTMENT OF HEAD TEACHER
Group 4 Roll 187
Appointment to take effect from the beginning of the Autumn Term 1984
Application forms and further particulars available from the Divisional Education Officer, 133 High Street, Broadstairs, Kent CT10 3BZ to whom they should be returned by 13th April 1984.

TONBRIDGE AND MALLING DIVISION
ST. MARK'S CE INFANT SCHOOL
Aylesford, Eccles, Maidstone, Kent ME20 7HS
(Controlled)
APPOINTMENT OF HEAD TEACHER
Group 1 Roll 25
Appointment to take effect from September 1984.
Application forms and further details available from the Divisional Education Officer, 133 High Street, West Malling ME19 6NE (SAE please) to whom they should be returned by 13th April 1984. (52287) 110010

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
DENBY DALE GILTHWAITES FIRST SCHOOL
Gilthwaite Lane, Denby Dale, Huddersfield
(Ref. 461)
Applications are invited from suitably experienced teachers for the HEADSHIP of this Group 4 school which caters for the age range 5 - 10 years. The appointment will date from September 1984.
Application forms and further details (S.A.E. please) from the Director of Educational Services (Ref: PT) Cldgate House, 9 Cldgate, Huddersfield HD1 6QW to whom completed forms must be returned within 14 days of the appearance of this advertisement. (52246) 110010

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
HARBY C.E. (CONTROLLED) PRIMARY SCHOOL
HEADSHIP - GROUP 2

HEAD required August for this remodelled and extended school, situated in a rural setting and serving both rural and commuting households. It is situated about 14 miles S.E. of Nottingham, 10 miles N. of Melton Mowbray, and 25 miles N.E. of Leicester, with approximately 53 children on roll in August 1984.

Details on request (SAE).

Apply (no forms) with full particulars, curriculum vitae, and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 16th April 1984. (52025) 110010

NORTH YORKSHIRE

COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the Headship appointments:-
MOORSIDE COUNTY JUNIOR SCHOOL
Ripon
(Group 4)
CONONLEY COUNTY PRIMARY SCHOOL
Near Keighley
(Group 3)
Please send stamped addressed envelope for application form and details to the County Education Officer, County Hall, Northallerton DL7 8AE, to whom completed forms should be returned no later than 13 April 1984. (39450) 110010

NORTHAMPTONSHIRE

HIGHAM FERRERS JUNIOR SCHOOL
Saffron Road, Higham Ferrers, Wellingborough, Northants NN9 8EP

APPOINTMENT OF HEAD TEACHER - GROUP 5

Required for September 1984, able and experienced teacher for the Headship of this well-established Junior school. Number on roll at present - 345.

Closing date - 13th April.

Details and forms (s.a.e.) from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2BX. (32069) 110010

NORTHAMPTONSHIRE

COTTINGHAM C E PRIMARY SCHOOL
Harryfield Road, Cottingham, Market Harborough, Leics. LE16 8XH

APPOINTMENT OF HEAD TEACHER - GROUP 6.

Required for September 1984 or earlier is possible suitably experienced teacher as HEAD of this primary school, in the pleasant village of Cottingham. This is a Church of England Voluntary Controlled Primary school.

Closing date - 13th April.

Details and forms (s.a.e.) from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2BX. (32068) 110010

NORTHAMPTONSHIRE

KINGS CLIFFE ENDOWED PRIMARY SCHOOL
Park Street, Kings Cliffe, Peterborough PE8 6XH

APPOINTMENT OF HEAD TEACHER - GROUP 2

Required for September 1984 a suitably experienced and enthusiastic teacher for the Headship of this small rural primary school. Number on roll at present - 65.

Closing date - 13th April.

Details and forms (s.a.e.) from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2BX. (32067) 110010

LONDON BOROUGH OF CROYDON
Education Committee
Invite applications for the following

HEADSHIP
of
GREENVALE INFANT AND JUNIOR SCHOOL

from well qualified teachers able to run the school in accordance with the best educational practice.

Salary: Head Teacher Group 4 plus London Allowance

Tenable: 1st September 1984

Reasonable removal expenses will be reimbursed (details on request).

Application form and further details from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP (Tel: 01-686 4433 Extn. 2609) to whom completed forms should be returned by 13th April 1984.

(9572)

Education

Head Teacher

Blyth C.E. (Aided) Primary School, Retford Road, Blyth, Worksop, Notts.
Qualified teachers are invited to apply for appointment as Head Teacher of the above school. The Governors are seeking to appoint a well qualified and experienced teacher. Applicants must have Christian Commitment and should be practising communicant members of the Church of England. The vacancy is created by the retirement of the Head Teacher.
Number on roll: 96

Salary Group: 3

Vacant: 1st September, 1984.
Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education at County Hall.
Closing Date: 13th April, 1984.

(9760)

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

Required September 1984

HEADTEACHERS

ST. JOHN'S GREEN COUNTY PRIMARY SCHOOL (Group 4), St. John's Green, Colchester.
THE GRANGE COUNTY INFANTS SCHOOL (Group 4), Elder Avenue, Wickford.
HILLTOP COUNTY INFANTS SCHOOL (Group 4), Hill Avenue, Wickford.

HEAD DESIGNATE

BLENHEIM COUNTY PRIMARY SCHOOL (Group 4), Leighview Drive, Leigh-on-Sea, Southend

Subject to Statutory Notices published by the Education Committee, this school will be formed by the amalgamation of the existing Junior and Infant schools.

Removal and disturbance allowance scheme in operation for all posts.

Please send foolscap s.a.e. for form and details for all posts to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.

Closing date: 20th April, 1984.

(9692)

ESSEX County Council

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools.

Hintlesham and Chattisham C of E Controlled Primary School
(Re-advertisement)
Group 2 Ages 5–11 Number on roll 47

The school is a 2 class school serving the villages of Hintlesham and Chattisham, 5 miles West of Ipswich.

The post becomes vacant from the beginning of the Autumn Term 1984.

Dennington C of E Controlled Primary School
(Re-advertisement)
Group 1 Ages 5–11 Number on roll 45

The school is situated in the village of Dennington approximately 2 miles North of the small market town of Framlingham in the Suffolk coastal district of the county.

The post becomes vacant from the beginning of the Autumn Term 1984.

(9718)

Suffolk County Council

EXTRA

English as a foreign language

Global books and local needs

Peter Parker on the latest twists in the trade war among the big publishers

You can see them at any airport in the Middle East, eager young men sent out like conquistadors, though these days it is to profit from commerce rather than plunder, and through the force of culture rather than by arms. The innocent eye pictures a captive Anglophone market – Professor John Honey of Leicester Polytechnic puts it at some 700m – dependent on British publishers, British teachers and British accents to initiate them into the mysteries of the English language.

In fact Saudi Arabia finds Egyptians and Pakistanis cheaper to hire than Englishmen; Libya subcontracts much of the work to Malta; Japan, Central America, and the Philippines prefer to learn American English, and many local publishers in Europe and America are eyeing the money to be made from the world's international language.

As little as 10 years ago Longman dominated its rivals. Together with Oxford University Press (OUP) they still account for more than 75 per cent of the British share of the market, which alone is worth some £60m or thereabouts, for there are no formal figures, just insiders' estimates. The big six – Longman, OUP, Cambridge University Press (CUP), Heinemann, Nelson and Macmillan – are heavily dependent on the major course books which guide learners in all parts of the world from the elementary to the advanced stage taking in Buckingham Palace, Carnaby Street and the Beatles along the way. There is an important market especially at university level for books that will teach technical English, but these ESP books (English for Special Purposes) account for only 1 in 30 of Macmillan's sales.

As Mr Mike Esplen, English Language Teaching (ELT) director of Heinemann says: "The international books are still the biggest on everyone's list without a doubt. But a large chunk of our business comes from publishing adapted material." Especially in the Middle East, many publishers have contracts with ministries of education, and provide textbooks to local specifications. Thus OUP is active in the Gulf, Longman in Jordan, and Heinemann in Bahrein and Egypt. Mr Michael Cass, ELT director at Longman agrees: "Although there will always be global publishing, the market will be increasingly culture specific. More will have to come from locally produced or adapted materials."

Longman has been collaborating for a number of years now with publishers in Germany, France and Holland."

In the past, continental publishers were not too interested in English language teaching, but falling school rolls have reduced the size of their own educational markets and made ELT publishing more attractive. Heinemann has joined forces with Bruno Mondadori and OUP with La Nuova Italia to produce books directly for Italian schools. Publishers in the United States have a huge home market – more than 4,000 teachers attended an ELT conference earlier this month in Houston – and only in the last three or four years, according to Michael Cass, have they begun to turn their attention overseas. Now the major British publishers have American affiliates with all the marketing advantages and opportunities for rewriting English texts into American which that provides.

But if global publishers are facing local requirements, these can no longer be met simply by slanting the eyes, colouring in the face or substituting frogs' legs for black pudding. Ms Terese Tobin, ELT director at Edward Arnold, strongly believes that many ELT books use a "methodology" way above the heads of most teachers. Hers promises to provide a more precise approach: cultural specificity would no longer be a synonym for national identity. Instead it would become important to discover which techniques foreign teachers in particular feel happy to introduce into a classroom with its own history and relationship to authority, discipline and play. "What we've been doing," Ms Tobin says, "is publishing ahead of the market. In Spain people were saying we can't cope; now they're saying these books are not right for us." In her view too many ELT methodologists fail to appreciate the constraints facing teachers in front of 50 lively adolescents, and publishers pay mere lip service – and less and less of it – to the idea of piloting their wares. Mr Geoffrey Wright, ELT director at Nelson, agrees that "authors write books very much with students in mind and don't give attention to the teacher".

Piloting is difficult, if only because potential new books will be tested by well motivated teachers, usually in England, who are by definition not the average overseas client. There are exceptions. Heinemann, for example, tested their course book *Snap* on several hundred students for three years before launching it on the market. And everyone admires CUP which basks in its reputation for consistently producing good books. But the industry's best informed observer, Mr John Walsh, has no doubt these – and there are others – are exceptions. He is the director of the Bournemouth English Book Centre, which stocks all 6,500 or so ELT books, publishes its own guide to the market at £3, and with a turnover here and abroad of more than £1m is in an unrivalled position to monitor publishing trends.

Surveying the 30 new titles which appear every month, Mr Walsh said: "My view is that publishers publish for a UK market which accounts for 10 per cent of the global market and hope for a lot of spin off. There are few and poor attempts to identify the market accurately. Books are designed to meet the needs of everyone: the poor teacher has very little chance to absorb recent ones before being hit by a new lot."

OUP's new coursebook *Streamline* epitomizes this phenomenon. Originally produced for a one month intensive summer school in Bournemouth, it has been expanded and stretched and now sells more copies in Mediterranean countries than in Britain. OUP too believes that the future no longer lies with such block busters as *Access to English* which was aimed at anyone more than 11 years old. Its spokesman confessed to being mystified though highly gratified by *Streamline's* success.

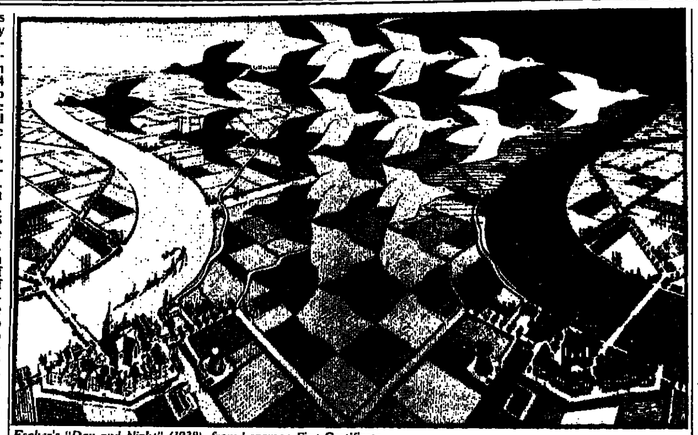
Most publishers except Macmillan and OUP admit there are too many books being produced. No one has any realistic answer save to leave it to market forces. Mr Rod Bolitho, head of the English Language Centre for Overseas Study at the South Devon College of Arts and Technologies, says: "I think there is a feeling among teachers that people can't keep pace with the proliferation. Schools are finding it increasingly bewildering. There is less and less to spend and more and more to buy."

But it would be wrong to single out OUP. In June 1982 the Cambridge examining board notified publishers of a new syllabus that would operate from June 1984. The new syllabus would require new coursebooks, and so by last autumn Heinemann, CUP and Longman had updated their lists and were reaping the benefit. But not Nelson. Indeed on March 16 its major revised coursebook had yet to reach Mr Walsh's warehouse. Nelson insists that its timing is correct, and that a few winter months are insignificant since teachers only decide before the summer holidays which books they will use the following year.

However true that is for most ELT books, Mr Walsh's warehouse tells a different story. In 1982 Nelson was the third largest publisher. Its absence from the Cambridge Certificate market – its traditional heartland – has allowed CUP and Heinemann to push it into fifth place. Nelson are putting a brave face on this episode, which may

continued on page 43

EXTRA



Escher's "Day and Night" (1938), from Longman First Certificate

Change at Cambridge

Andrew Gallagher on new and revised courses for First Certificate

Details of the syllabus changes in the Cambridge (University of Cambridge Local Examinations Syndicate) examination, published in September 1982 for the June 1984 examinations, are by now familiar to teachers and publishers who have responded with a wealth of new and revised courses, particularly for the wider market of the First Certificate.

These changes, the first since 1975, are intended to take account of "Communicative approaches in teaching, particularly with regard to the content and weighting of the oral element". Minor changes in Papers 1, 2, 3 and 5 are overshadowed by those for the Listening Comprehension Paper 4. Understanding speech recorded on tape has become an essential part of the listening experience for learners of English worldwide, particularly necessary in the Third World, whether it be spontaneous spoken language (radio phone-in slots) or language written to be spoken (news items). Gone are the literature oriented written language texts; in their place are recorded passages of authentic spoken English (public announcements, informal discussions) – witness to a greater appreciation of the range of meaning carried by the spoken word. The multiple choice format is now only one of the ways in which to present answers – true/false selection and chart completion are among others.

The division of Paper 4 into a number of parts clearly exposes learners to a broader range of contexts; while at First Certificate level the test could be described as interception of language data, it is to be hoped that training for the variety of situations will, at Proficiency level, enable learners to develop criteria for appropriacy. Change often implies the acceptance of a new status quo but in the world of EFL teaching over the past 20 years innovation has always been around the corner.

Materials writers have nearly all moved away from strict linguistic grading with its inevitable concentration on form, towards a better balance between fluency and accuracy. As teachers look for a rationale for the "communicative methodology" they appear to have espoused, discussion of the value of "authenticity" (whatever it means) and the nature of "communicativeness" are very much alive".[1]

What do we mean by a natural conversation and what measures can we best use to assess a fluent exchange structure?[2] Can we train students away from avoidance strategies towards productive paraphrase? These are some of the questions teachers face in preparing candidates for the interview in Paper 5.

International viability has always been and remains the principal criterion on which the justified prestige of the Syndicate Examination is based. Up to now it has been comparatively easy to maintain an international variety of English because of the bias towards written language. However, while a listening test based on airport announcements can be considered international, what is said and local circumstances will make the flavour of the announcement different in London, Lusaka and Dubai.

The problem of monocultural British English texts which appear to represent native speaker competence as modelled only on native speaker norms has been ably highlighted in a recent article.[3] There may be a case in future for one listening text at each level to offer an exchange between a native and a non-native speaker and perhaps with regional (Africa, Asia, Europe) variation.

All the courses and test papers reviewed below have accompanying recorded material. The new offerings from publishers divide naturally into practice test material and coursebooks.

The new First Certificate has seen the UCLES join forces with Cambridge University Press in publishing **First Certificate Examination Practice 1 – Student's Book** edited by Leo Jones (£1.95; 0 521 27427 3), rather than wait for an accumulated series of past papers to justify such a venture. It consists of five practice tests, including the official specimen papers, which translate into clear models the announced syllabus changes. Paper 4 material includes authentic BBC broadcasts. Teachers will welcome the "third passage" samples for Paper 1 (public notices, commercial advertising) which introduces a range of registers and more particularly the 26 communication activities for the third part of the interview in Paper 5. They range from map, cartoon and photographic stimuli to the more traditional "imagine that . . .", definitions of objects and ideas and conclude with questions for the prescribed texts option. It is to be hoped that the teacher's book will contain guidelines for the conduct of group interviews; as such, this should remain the blueprint for intensive pre-examination courses.

Practice Tests for Cambridge First Certificate in English – Set One. (M Archer and E Nolan-Woods, Nelson Students book £1.95. 0 17 555471 4. Teacher's book £2.25. 5554722. Set of 3 cassettes £18.00. 555473 0) covers similar ground. With clear notes on examination format and marking schemes for all papers, it could be used in conjunction with many of the coursebooks listed below. It is particularly helpful for Paper 3 in moving away from mere grammatical transformation to contextualized use of language and idiom.

The same cannot be said of **First Certificate in English Practice – Revised Edition,** (Ona Low, Edward Arnold £2.95. 0 7131 8748 6) which, despite examples of the new features is bound to confuse students and teachers because it does not follow the format of the five examination papers. It is also weak on help with Paper 5 providing no real contrast to the former *Situations*.

50 Tests in Essential English – (B Elizabeth Pryse, Blackwell £3.95. 0 631 12261 3) covers all kinds of written test questions in the new Cambridge and current RSA examinations. Model answers are reinforced by comments on points of technique for all but purely vocabulary tests. Suitable for students working on their own, it provides good examples of over 20 types and should find a place on teacher training courses.

A helpful, unpretentious book is **Answering Examinations Questions** (P M Howe, Collins £3.25. 0 00 370008 9) but despite its declared aims of providing help with study, examination and revision techniques, its target readership is problematical: students proficient enough to read it are precisely those who can already confidently seek information relating to social and study problems and who have acquired some study skills. That still leaves a vast number of students from largely Third World countries who would benefit from such skill training on FE College Communications courses. As often in a book of this kind, information dates quickly: the London and Cambridge GCE Boards have recently published their addresses.

Coursebooks

The teacher faced with the task of marshalling the abilities of those from widely differing backgrounds may find what he is looking for in **Advances – Main Course English** (P Prowse and I McGrath, Heinemann Educational £3.50. 0435 284509).

Attractively produced in colour, this large format textbook packs into just over 100 pages all manner of skill training exercises based on highly stimulating material. As well as the main usage and functional areas of language, it still finds room for work on study skills, register, abbreviation and, in the form of a questionnaire, draws the students' attention to the communicative skills they should have mastered by the end of the book. The reference grammar with its short exercises and the use of graphics shows what can be achieved if you are determined not to be dull.

On Course for First Certificate (J Garton-Sprenger, S Greenall, Heinemann Educational Student's Book £3.95. 0435 28014 7) is an integrated topic based course of 10 units offering a variety of activities and exercises; though it contains a structural review, indices for structures and functions as well as listening texts, it conspicuously lacks a detailed contents list. I felt quite dizzy after looking through the packed pages of material coming nonstop at the student. A case of heads down for the year and don't be absent! The pace is relentless, the content tightly packed on each page; it needs room to breathe because reading passages and realia for comprehension are anything but dull.

English for First Certificate, Revised Edition (J Allsop, Cassell Student's book £4.95. 0 31041 7. Teacher's book £4.95. 31042 5. Cassettes £12.50. 31 033 6) is a thorough teacher-based course which might not appeal to the ultra communicative brigade because of its layout but its blend of obtrusive grammar with suitably interactional themes (parties, agony columns) will still attract those who prefer to work with an all-in coursebook, complete with remedial testing.

Meanings Into Words (A Doff et al, Cambridge University Press Student's book £3.25. 0 521 28705 7. Workbook £1.95. 287073. Testbook £1.35. 287081) is an attractive package representing the current informal approach suited to small classes in private language schools. It is full of talk and activity and throughout, students are asked to take responsibility for their own learning. Sixteen units subdivided into seven sections present and practice material in controlled and free situations. Short readings as well as excellent photographs (with in one case juxtaposed Thatcher and Reagan cartoons) offer a lively stimulus for pair and group work. At least one section per unit is recorded for listening activities and short Lab Session Drills offer individual reinforcement of grammatical points. The workbook contains a useful variety of written exercise types practising organization, usage and language in use. The authors clearly realize that a record of written work is for students a valuable guide to revision after all the activities. However, the separate printing of a slim test book which students are instructed not to write in seems odd, if not perverse.

Longman First Certificate (R Kingsbury, Longman Coursebook £3.50. 0 521 74345 1. Teacher's guide £2.70. 74344 3. Practical Exams £1.50. 74343 5) contains 30 units offering thorough coverage of grammatical structure with 10 thematic areas cycled 3 times. The length of units is such as to allow considerable flexibility in their handling so that the book is suitable for short intensive courses as well as a full year's work. The teacher's guide, which provides full information about the examination and course structure, is a model of clarity and cohesion, particularly welcome to non-native teachers overseas as it offers a carefully defined syllabus of skill training. Talks and dialogues are the staple fare of Listening Texts.

A slightly wider range is offered in **Progress Towards First Certificate** (Leo Jones, Cambridge University Press Student's book £3.25. 0 521 28950 5). Ten units of well presented authentic material are followed by Communication Activities for pair and group work. They offer excellent realia for the third Reading Comprehension test though some material is rather lengthy. A feature of composition training is reproduction of students' work which is then compared, to a more polished version; with faults in use rather than usage being highlighted. Nobody could accuse the author of cultural bias in his eclectic choice of settings but the menus, which include "Spotted Dick", while amusing to native teachers, are likely to reinforce all that is often said about English food elsewhere.

New First Certificate English: Language and Comprehension – Book 1 (M H Fowler and J Pidcock, Nelson £2.95. 17 555444 7. Cassette £6.00. 555446 3), the first of a series of four intermediate coursebooks, contains 24 units divided into four sections of six. The first three units in each section have functional titles (making enquiries, choosing a flat) and are followed by a fourth on composition techniques with a fifth which is particularly helpful in dealing with compositions on prescribed books. This ensures an understanding of functional use of language in oral work before transfer to the written form – a sensible approach at this level, to informal written English. The authors insist on retaining the dialogue form (as well as offering a wide range of photographs, pictures and diagrams) in order to relate spoken and written language; the themes of the dialogues are to reappear in Book 4 – *Listening Comprehension and Interview. Grammatical and Stylistic Reference* sections complete this contribution from the Fowler stable which recognizes the need for accuracy to predominate in written work at this level but which uses a blend of functional criteria and communicative activity to make way for less teacher dominance and more transactional language.

Cambridge Certificate English revised edition (M Archer and E Nolan-Woods, Nelson Student's book £4.20. 17 555336 X. Key £1.50. 0 555541 9. Set of 3 cassettes £18.00. 555542 7) offers eight units divided into Oral and Reading/Writing sections related to a topic and built round a structure. A dialogue supported by a photograph is the springboard for the recorded Oral section and is used to highlight simple idiom and functional practice followed by training in listening strategies – with comment and justification for choices. Reading/Writing covers review grammar with exercises, work with vocabulary and phrasal idiom and provides ample practice in various forms of directed writing as well as composition. A list of common phrasal verbs with multiple meaning (get through, go in for) and listening comprehension texts complete an attractively illustrated publication.

The same authors' **English for Cambridge Proficiency,** revised edition (Nelson Student's book £4.50 555392. Key £1.50 435. Set of 2 cassettes £12. 555544 3) follows a similar pattern of oral and written skills training with topics for group discussion to reinforce the themes of the eight units. A Use of English section covers both usage and notional use; this is supported by a Reminder section covering capitalization, punctuation, use of articles usually neglected or too heavily emphasized elsewhere. Unit 6 – the language of literature with excerpts from poems and plays, and a passage on art appreciation – seems too diffuse to be of value to the average candidate who could have done with a second unit on register which included part of the Unit 6 material.

Practising for Proficiency (S Andrews and J C Templer, Heinemann Educational Student's book £2.95. 0 435 28749 4) and **Practice Tests for Cambridge Certificate of Proficiency – Set One** (M Archer, E Nolan-Woods, Nelson Student's book £2.95. 0 17 555519 2. Teacher's book £3.10. 555520 4. 3 cassettes £18.00. 555521 4) both offer five complete tests and tapescripts with the teacher's edition. Passages for Papers 2 and 3 in both are well chosen for their interest and appeal without including non-traditional form third passages. The new range of question forms available for Paper 4 is bound to tax the ingenuity of textbook writers in the coming years and both sets of authors have wisely limited their offerings to multiple choice, blank filling and chart completing. Texts for listening in both books show that the challenge and scope provided for realistic situations have been accepted (doctor's surgery, nuclear attack, reporting a theft, stuck in a lift) but culture specific situations may militate ultimately against overseas candidates. Andrews and Templer offer useful notes (as well as answers) particularly on Papers 4 and 5 with a reminder about recording equipment. Archer and Nolan-Woods provide details of the marking scheme and an appendix with composition and interview questions for the 1984 prescribed texts.

1 Perspectives in Communicative Language Teaching, ed. K Johnson and D Porter, Academic Press 1983.

2 Discourse Analysis, M Stubbs, Blackwell 1983.

3 The Question of Culture, C and M Alptekin, ELTJ January 1984.

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EXTRA

New bridge-work

Nineteen Eighty-Four. By George Orwell.
Longman Bridge Series £1.45.
0 582 53658 8.

In the beginning there was literature. Then there was language. Now, happily, they are beginning to co-exist. It was a healthy reaction which shook literature from its place of prominence in English foreign language teaching, acknowledging that it was senseless for generations of young Africans, for example, to pore over nineteenth-century English texts describing a time and a place completely beyond their experience. Senseless, too, to conceive of English language classes as a means to only one end. But like most reactions, it was a little extreme.

Many countries overseas still enter candidates for Cambridge O level literature and although most syllabuses now include many non-British authors who write in English (Achebe and Soyinka are examples), they still offer Shakespeare and the more accessible of our modern novelists and poets. Orwell's *Animal Farm*, for instance, is a popular choice.

But quite apart from this examination-driven need, there is also a new interest in teaching literature as a variety of language use. Widdowson's *Stylistics and the Teaching of Literature* (Longman, 1975), excites those who have always liked the idea of using literature in their classes but have shied away from the notion of inculcating British culture. There are, too, many students who actually *want* to deepen their knowledge of the English-speaking world through reading its literature.

Reasons enough, then, for Longman to take a fresh look at its Bridge Series, which published its first titles in the mid-fifties. The fresh look and the changed situation have resulted in some editorial policy changes. *Nineteen Eighty-Four*, the latest addition to the list, unlike most earlier titles, has not been abridged or simplified. It certainly makes better sense at this level to present the original text. It would be a pity, too, to tinker with Orwell's delightful clarity. (A glance at *Sense and Sensibility* in 139 pages reminds one of the disadvantages of abridgement. Touches of Austen irony are difficult to find.)

This new-style text has numbered lines, a very useful device for reference in the classroom and an innovation as far as the series is concerned. The tradition of the glossary is continued. This one contains about 600 words – an adequate number, but it might also be of use to the students to know *which* words are to be found there. An asterisk would surely not be too cumbersome. A 12-page introduction gives brief details of Orwell's life, the background to the book and a short critical analysis of the novel. It is necessarily condensed, and personal experience as a foreign language and literature student leads me to doubt the value of such a piece. It is usually only only comprehensible once the novel has been read and understood.

Here is my main reservation. If we are really interested in making our literature available to advanced learners of English, there is surely more to be done than simply adding a glossary and an introduction. Why not introduce explanatory notes, either throughout the text or at the end? *Nineteen Eighty-Four* is not an easy novel. There are many points of a cultural, literary or linguistic nature to be explained and it would be better to do this as and when the problems arise. A short bibliography could also be provided, sending the students to less condensed, though still accessible, sources of information on the writer and his work. It is to be hoped that the series will begin to move in this direction.

Teresa O'Brien

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Clear cut

An Introduction to Language and Language Teaching. By C J Brumfit and J T Roberts.
Batsford Academic £6.95.
0 7134 1599 1.
The Functional-Notional Approach From Theory to Practice. By Mary Finocchiaro and Christopher Brumfit.
Oxford University Press £5.95.
0 19 434106 2.

It is a pleasure to come across texts for student language teachers that are not so esoteric as to be practically meaningless. Some of the praise for the clarity of both these books must go to Christopher Brumfit, whose name features on both covers.

In their preface to *An Introduction to Language and Language Teaching*, Messrs Brumfit and Roberts say: "Altogether, the book is based on the belief that teachers who do not know as much as possible about the nature of language, of people as they use language, and of various different approaches to the teaching of languages, will lessen their chances of self-improvement and increase the risk of falling prey to fashion and the whims of the market." A long quotation for a short review, but one worth noting, for the language teaching world can be a seductive place for the newcomer, who needs to retain a sense of individuality to survive in it.

The book fulfils its promise and presents the facts of the matter without oversimplification or over-abstraction. The authors divide the work into three sections: Language and How We Study It, which includes syntax, phonology, semantics, sociolinguistics, stylistics and psycho-linguistics; Language Teaching, examining the teaching of foreign, mother and second languages, psychology, as well as testing techniques, technology and course design, and a short section on Teacher Training. There is also a useful glossary of teaching terminology and an extensive further reading list.

The great beauty of this package is that it is based on common sense and is clearly the result of wide personal experience. The key words of the trade are included (in italics) but the general style is straightforward and areas of language study that are vulnerable to the abuse of jargon are explained simply. Although the book is by the authors' admission only an introduction, it should be prescribed reading for not only students but also those teachers whose memories could benefit from some refreshment.

The Functional-Notional Approach: From Theory to Practice is an introduction only to the F-N approach, but it makes its point with a fair measure of success. The first third of the book includes chapters reviewing language teaching methods over the last century and explaining the F-N way. The second two-thirds are devoted to curriculum planning, methodology and what amounts to teaching and testing techniques, with pages of examples and suggestions of student work. This is the major weakness of the work, for it falls between the twin stools of theory and practice and does not achieve full success with either. None the less, the reader is left with a fairly clear understanding of what the F-N approach is and how it can be used in the classroom, although this is thanks more to the author's avoidance of loose phrasing than it is to the book's organization.

Paddy Bostock

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Global books and local needs

continued from page 41

do more damage than it cares to admit to its overseas rather than home market; and according to Terence Creed Director, International Division, Macmillan, there were 15 per cent fewer students learning English in Britain last year than in 1982.

The talk is of computers and videos, but this is still a rich schools' club. Macmillan do not expect to sell more than 50–100 copies of their videos, and four hours of tape leaves the school some £520 the poorer. Add in differences in voltage, the way dust can play havoc with sensitive equipment, and the lack of standardization in video recorders, and one can begin to understand why Mr Cass describes the market as "muddled and troubled . . . The pattern of hardware is not settled and there are many places where it is simply not available," he says.

The British Council is piloting computer assisted language learning in six of its centres, and is involved with the BBC in assembling archive material for a video course. Longman have already had great success in Germany with its *Follow Me* video course, and the BBC's mime production *Speakeasy* has won admiration for the flexibility which it allows the teacher. The high tec end of the spectrum is still in its infancy, but teachers are already excited by the opportunities video especially offers in conveying the non-verbal aspect of spoken language, or its converse. For video could also be used to convey a situation in which the cultural context of communication was reduced to its minimum.

But many people do not want to learn a sanitized language. While the debate between functional and structural instruction continues, with transatlantic sirens promising a natural way of language learning if only the unconscious were freed, Dr Christopher Brumfit, reader in education at the Institute of Education, has been rediscovering the potential of literature. He argues that material which is itself serious will motivate students to learn. Literature is the very stuff of culture, so it is no surprise to discover that he feels the ELT trade has "tended to go overboard on communicative zap, where the most trivial is gone for most".

That observation has been made more than once. Mr Mark Lowe, formerly director of ELT at Academic Press, characterizes ELT as "a second rate profession, run by second rate people who put up shoddy thinking". He is particularly critical of those who have argued that grammar and thinking are redundant in learning a language. Mr Creed detects that the notion of teaching is being abandoned for that of learning. Whether this is pedagogic abdication or enlightenment remains to be seen; but he says, none too encouragingly, that once one has allowed for motivation, repetition, exposure etc, "when it comes to understanding how language is learnt, we don't know anything at all".

If this void in understanding is reflected among the teachers and the books they use, it would explain the disturbing reaction Ms Tobin has found during her visits overseas: "People want British background material. They are fed up with courses that are very bland. People feel we've been teaching them an empty language."

EXTRA

On speaking terms

English Phonetics and Phonology. By Peter Roach.
Cambridge University Press Teacher's Book £3.50 0 521 28253 5. Student's Book £3.95 28252 7. Cassettes One and Two £7 each. 23840 4, 23841 2.
Teaching the Spoken Language. By Gillian Brown and George Yule.
Cambridge Language Teaching Library. Cambridge University Press £4.25. 0 521 27384 6. £11.50. 25 377 2. Cassette £6.00 25378 0.
Role Play in Language Learning. By Carol Livingstone.
Longman £2.50. 582 74611 6.
Speaking Personally. By Gillian Porter Ladousse.
Cambridge University Press £2.95. 0 521 28869 X.
Let's Keep Talking. By Gaynor Ramsey.
Hulton Educational £2.10. 0 7175 1141 3.
Yoshi Goes to New York. By John Battaglia and Marilyn Fisher.
Pergamon Press £2.75 and £9.55. 0 08 028648 8.

Now that oral communication is all the rage, there is a plethora of material available to help foreign users of English to break their time-worn habit of passing written notes to each other and start speaking instead. The books reviewed here provide a good example of the spectrum of ways in which they are now being encouraged to do so.

At the traditional end of the scale is *English Phonetics and Phonology* which is aimed at native and non-native speakers who are either training to teach English or studying it at university level. The course is perfectly sound, coming replete with a Tutor's Book and practice tapes and covering all aspects of the subject: production of sounds, the sounds themselves, stress, intonation and transcription, as well as the functions of intonation. It must be said that there is always room for works of this kind, although it is hard to imagine this one becoming a best-seller when one considers some of its worthy predecessors, notably J D O'Connor's *Better English Pronunciation*.

Moving into the newer realms of communicative teaching, but remaining with theory, is *Teaching the Spoken Language* which, although accompanied by a tape of source recordings, is primarily concerned with offering practical advice to teachers about approaches to conversational English. It is a wise and unpretentious book whose authors believe that students speak best when there is some purpose behind what they say, that their pronunciation should not be over-corrected for fear of causing inhibition, and that cultural value judgments are more important in the syllabus than "a potted 'British Life and Institutions', often combined with a few extracts which might relate to a tourists' guide to London".

Much of what the authors say is based on their own research and on the experience of colleagues, which makes for a commonsense approach to "the communicative use of language by speakers, with a reason for speaking, to listeners, in contexts". There is an originality here that can afford to omit discussion of pronunciation, intonation, social variation, grammar and vocabulary because enough is felt to have been written about them already. And when authors can say: "If we are able to suggest anything at all you haven't already thought of, try it out and see how it works", you can be sure there is something worth learning from them.

Role Play in Language Learning, *Let's Keep Talking*, *Speaking Personally* and *Yoshi Goes to New York* are all designed to help students to communicate, although their levels of sophistication vary widely. *Let's Keep Talking*, which claims to include what it calls "a searching examination of issues" for upper intermediate or "even" advanced students, is probably the most naive. The old admixture of well-worn cartoons and pictures illustrating distinctly banal issues such as the media, advertising and entertainment is to be found between its covers, along with a number of improbably silly questions students are expected to ask each other. A far cry from Ms Brown's and Mr Yule's credo that speakers should have a reason for speaking.

Coming slightly closer to achieving this eminently sensible objective is *Role Play in Language Learning*, which outlines what role-playing is, provides practical information on how to use it in the classroom within the whole language learning programme and includes an appendix of ideas for situational teaching with beginners, intermediate and advanced students. It gives advice for short-and long-term preparation of role plays, looks at their advantages and disadvantages and offers some practical hints on what works and what does not. The problem is, however, that the book offers nothing startlingly new. Students have been role-playing their hearts out for the better part of 20 years and many teachers during that time have already learned how to handle "interviews", asking people about their "jobs" and "booking holidays". Such "situations", as they used to be known, have also been included in the Cambridge exams for some time and it is hard to see the justification for publishing slim volumes outlining well-trodden paths.

At the other end of the spectrum are two books which offer students at advanced levels something purposeful to speak about. Both can be used by learners either at home or in class. *Speaking Personally* is basically a personality test for students and therefore inherently interesting. It includes "quizzes and questionaires" on self-image, palm reading, honesty, degrees of neurosis, taste, handwriting, political views and sense of humour, and does not baulk at asking students whether they think homosexuality should be seen as a crime and whether people should be entitled to commit suicide. There are dreams to be discussed, some of which disturb as much as those of *The White Hotel*, and for once overseas students are given tasks to perform which do not assume a mental age of seven or eight. The book also contains suggestions for role plays and other exercises designed to stretch the imagination. What is more, students are constantly being invited to speak about themselves, which is the one topic of human conversation that surely needs little encouragement or contrived motivation.

It might be thought that the main drawback of *Yoshi Goes to New York* is that it concerns a young Japanese businessman going to America rather than a young European studying English in the UK. However, on reflection there are reasons for modifying this view. The first is that foreign students are more likely to encounter American English than British RP and can therefore readily identify with Yoshi, even if he is Japanese (bilingual incidentally). The second is that New York is a home to many ex-Europeans and magnetic in a linguistic as well as economic sense. Difficulty with using this book is more likely to derive from conservatism among teachers than reluctance among students.

Yoshi Goes to New York consists of a book and an accompanying tape of conversations, recorded unrehearsed and without prepared transcripts, between ordinary people in New York city. They hesitate, make grammatical mistakes, start sentences and do not finish them, speak at different speeds and with different patterns. Enough to make the traditional English teacher blanch, especially when one considers the accent it is all done in, but this is a worthwhile comprehension exercise none the less. As Yoshi moves from airports to hotels to apartments to movies and social occasions, the student is guided through a series of practical activities and optional role-plays demanding close attention to detail and the use of convincing supplementary materials.

The overriding distinction of this book is that the student's sense of reality is not shaken and again he or she is able to perceive that magical "reason for speaking".

Paddy Bostock

Foolproof film

by Norman

Why do the Japanese say "yes" when they mean "no"? Why do the French think the price shouldn't be important? Why aren't jokes funny? The answers to these and similar questions are (or should be) of great interest to British exporters for whom understanding and being understood by potential overseas clients is crucial. In fact British marketing executives would appear to have it made. Since English is now the accepted language of international trade, many native speakers seem to feel they have an in-built advantage at the negotiating table. It is the foreigners who do all the work learning our language while we just sit back and wait for the orders to roll in. However, a film has come along to jog a few companies out of their complacency.

You Know What I Mean is distributed by Video Arts and the format will be familiar to those who know their other management training films (*The Balance Sheet Barrier*, *Meetings*, *Bloody Meetings* et al). John Cleese is replaced by "Likely Lad" James Bolam, whose job it is to play the straight man in a suit who explains where everyone else is going wrong. Georges Mikes' script is short on belly laughs, but we grin wryly at the misunderstandings of stereotypic foreigners and at Brits making fools of themselves. The message of the film is that misunderstanding and anybody making a fool of anybody is bad business.

You Know What I Mean turns TEFL on its head. Without diminishing the collective effort foreigners have invested in English in the interest of world trade, it is time we took a good look at our own idiosyncratic usage with a view to making the language we use easier for foreigners to understand.

Consider their problems. Many foreigners can express themselves quite effectively and they have no difficulty in understanding the English used by their own and other nationalities, since this is automatically simplified by a limited vocabulary. Then they come across a born and bred Brit whose only concession to foreign incomprehension is to talk more loudly (it doesn't work!). Not only are they flummoxed, they are also frustrated and angry – not the ideal sentiments on which to found an amicable business relationship. Idioms are the classic problem area since the foreigner frequently understands all the words, but the message still remains elusive. Where native speakers among their own kind can quite safely bend over backwards with their backs against the wall to let the cat out of the bag while they're counting their chickens, the foreigner can find the gymnastics and menageric involved confusing to say the least.

Oddly enough the jargon you use at work may be a problem, but beware the use of initials and colleagues which everyone else uses abbreviations which may well be different about is frequently not a problem with a foreign language. Longer words of and your foreign counterpart shares Latin or Greek derivation which a native speaker would consider simplifying when talking to children are the very ones which have a similar form in many languages and which will probably have been taught in any standard English course. It is the "simpler" Anglo-Saxon and one-syllable words which cause more problems. Consider a word like "put" which most foreigners will know in this form. Then see the difficulties caused by combining this word with other simple words in sentences such as: "They're putting up £50,000." "Can you put me up?" "He was put out. So was the cat. So was the fire." No wonder Germans would rather do business with the Japanese.

You Know What I Mean is designed to be used for in-company training as part of a day or half-day course. The accompanying Discussion Leader's Guide is written by the film's language consultant, Greg Spiro. Although short, it is fairly explicit in its suggestions for a variety of scene-setting and follow-up language work, discussion and role-play. I should add that such a session needs to be led by someone who knows something about language and language teaching.

It would be easy to nit-pick concepts which have been omitted and others in the film which were not explained as clearly as the non-linguist who watched it with me would have liked, but that would be unfair. The film is an excellent starting point in an important and previously neglected area of management training and provides a stimulus for the further work which executives need to do to develop their own awareness of the language they use.

The basic message of the film is clear: speak clearly and simply, don't use idioms, abbreviations or phrasal verbs (put out, get on, etc) if they can be avoided, make yourself aware of some of the linguistic customs of your trading partners (the Japanese are unwilling to contradict a direct statement, the French sometimes use the word "important" to mean "expensive" and jokes rarely translate well) and be alert to the possibility of misunderstanding and consider ways of avoiding it.

It's so obvious when you see the film and yet the problem hasn't been approached from this point of view before. *You Know What I Mean* won a silver medal at the 1982 New York Film and TV Festival. I can't find out what for, but it deserves one for the concept alone. Among all the "me-too" published material, it's exciting to find a film which breaks new ground.

Susan Norman is the author of We're In Business *(Longman).*

ESP mind

by Sheldon

There is a world-wide surplus of teachers in EFL, but not in ESP, making the latter an obvious choice for the career-minded. But other aspects of this fast-growing field also hold attractions for those seeking a more intensive professional challenge. Unfortunately, TESP is felt to be fraught with the mysteries of linguistic theory and the impossible task of mastering an infinite number of subject specialisms in a very short time. Yet it is the good EFL teacher, not some hybrid scientist/linguist who is most successful at adopting the requisite ESP skills and approaches. EFL, in any case, has a richness of career backgrounds and interests which can often be turned to good account.

ESP provides English tuition for corporate, academic or governmental foreign clients who want the most cost-effective courses for sponsored trainees, students or employees. This implies radical differences from normal EFL. Instead of multi-national classes and heterogeneous language learning needs, there are small groups of adults who are highly motivated to improve the English they need in their jobs (English for Occupational Purposes) or to facilitate their further training (English for Academic Purposes). They are usually from one cultural or occupational background and are, ideally, at the post-beginner level or above.

There is maximum pressure to achieve quick, no-nonsense results in the shortest possible time, results clearly demonstrable to the students, and to the client's representatives (eg personnel officers or training managers). The student must either do his job better or overcome the communication breakdowns that probably led the client to commission a course in the first place. The teacher is here purveying his (or, of course, her) educational wares before the sceptical eyes of a far different customer than in TEFL. This is English language teaching made valid to the commercial, non-teaching world.

The gap between the classroom and the outside world is also narrowest in ESP for other reasons. The ESP teacher can find himself carrying responsibility for making students more productive, more skilful and even safer in their jobs. Language teaching which funnels directly into the workplace may mean the difference between life and death, a burden not so heavy in TEFL.

Often the ESP classroom is the workplace itself, because much training is done on-site. Far from supportively in a calm, quiet EFL the ESP teacher may be working filled with the realia of the student environment. He may take the instructor giving lessons among machines, or an angry foreman unpunctual or unsafe operative. teaching secretaries, the classroom have to look like a typing pool. find himself teaching a single student to-one situations are not uncommon needs to improve his oral performance the telephone: much class time spent talking with the student on Such unorthodoxy is the norm. Such intensiveness demands a with communicative (as opposed to matical) teaching techniques, and to be adept at using a wide audio-visual resources. The client ESP to deploy the same methods range as any other kind of training.

The prospective ESP teacher velop other new skills. He must use diverse information gathering including questionnaire and test order to isolate and quantify both deficiencies and communicative goals of this Needs Analysis is what the student should be taught. be done on-site, but frequently to be done at a distance, long teacher ever meets the students. and the methods will be non-experts who have technical grounds and perhaps have a of rigour. The teacher steers a between the potentially needs/wants of the learner have to face in the classroom (who pays the bills but has ideas and the teaching institution has to be capable of

diplomatic compromise.

It is essential to read the ESP acronym both ways: as SP (the specific purposes for which learners require English) and as SE (the special English peculiar to the subject). For a course in academic report writing, the teacher might collect many authentic reports from the client so as to analyse both their grammatical/lexical features (Register Analysis) and rhetorical structure (Discourse Analysis). Though the SP direction is more fruitful than the SE (it is easier to examine), the teacher needs to know enough about both analytical skills to bolster his pedagogical practice. Being primarily tools of the applied linguist, however, they are not easy for the untrained ESP investigator to wield properly. The ESP teacher will probably have to design the entire syllabus, because his courses are unique. For example, it may be necessary to design 50-hour courses for air traffic controllers, process engineers, doctors, sales representatives or firemen. Such courses might emphasize listening and speaking, with no written input whatever. The teacher must, within these constraints, define functional, structural, situational, skill, and topic elements into a workable design. Moreover, there are probably no published materials to fall back on, a vacuum unique in TEFL. The narrow intensiveness of most ESP courses precludes the availability of suitable off-the-shelf textbooks, something distressing for the teacher used to relying on course books. A discriminating knowledge of published ESP materials is necessary, however, as is familiarity with textbook evaluation techniques. In this context, the ability to design custom-made teaching materials to sustain the whole course is absolutely essential. Indeed, an entire sub-industry has grown up around people who provide materials for teachers to courses which they will never be directly involved with.

Finally, ESP is really a pan-disciplinary activity, and the teacher understands the need for linkage with technical, non-TEFL specialists. It is not necessary to master a thousand subjects, but merely to know the value of gaining specialist support to make materials authentic and to provide a basis for the teacher's overwhelming concern: teaching the language. This can enhance his own, easily acquired rudimentary knowledge of the relevant specialisms. Students neither expect nor want the English teacher to be a technical expert.

Unfortunately, most ESP teachers have learned their trade through experience rather than training, which contributes to the variable quality of British TESP. The foreign client faces a bewildering choice of predominantly private-sector organizations who offer a sometimes tainted product. Wrong choices are inevitable, and bad for the reputation of the whole industry. We would not like this to be true of British sausages.

The ESP teacher should be a powerful amalgam of pedagogical skills. How can this be ensured? Though examining boards such as the Royal Society of Arts have done much to set professional standards in TEFL, this is not yet true of TESP. MA courses in Applied Linguistics are too time-consuming and expensive for the average underpaid EFL teacher in Britain. There is a clear need to provide practical training which would give prospective ESP teachers a firm theoretical base as well as hands-on experience of Needs Analysis and Syllabus and Materials design. Such courses are necessary to tap effectively the available EFL teachers, to upgrade ESP teachers and to set standards. This development must occur consistently, something which could perhaps be done under the auspices of the growing number of i.e.a.s involved in ESP. Only then could relevant, internationally recognized professional credentials be established.

Dr Leslie Sheldon directs a 28-week Diploma course in TESP at Eaton Hall International, Retford, Nottingham, which is geared to the work patterns of EFL teachers; 24 weeks concentrate on distance learning modules and 4 on a residential session which consolidates theory with practical case studies.

EXTRA

Express purpose

Eight Simulations. By Leo Jones.
Cambridge University Press Controller's Book £4.50. 0 521 28839 8. Participant's Book £2.25. 28838 X. Cassette £7.00 + VAT. 24591 5.
Functions of American English. By Leo Jones and C von Baeyer.
Cambridge University Press Teacher's Book £3.50. 0 521 28529 1. Student's Book £2.95. 28528 3. Cassette £7.00 + VAT.
Kernel Three. By Robert O'Neill and Alan C McLean.
Longman Teacher's Book £5.10.0 582 57932 5. Student's Book £2.90. 57931 7. Cassettes, Set 1 £12.00 + VAT. 57926 0

Leo Jones seems anxious to define "simulation," since he uses the word 45 times in the first three pages of the Student's Book. It is a classroom copy of real life events, intended to give meaningful practice in communication. Preparation in class and at home includes discussion, reading and language practice. Students then take part in role-playing, pretending, for example, that they are solving traffic problems or preparing a broadcast magazine. Elements of surprise may be introduced, in the form of last-minute information that has to be dealt with. Each simulation lasts between one-and-a-half and four hours and is followed by discussion, written work and consideration of linguistic matters.

There is nothing new in such activity, but Jones's programmes are more extensive and thorough than usual. The 8 could take 64 hours of classroom work to complete, but this lengthy commitment of time, although difficult to accomplish in some timetables, should achieve solidly-based results. Some of the projects seem more suited to junior learners than to adults, and those on subjects like the language and arts centres are of more serious interest than those on would-be exciting events. Much depends on the "Controller", who is advised, however, "not to influence or dominate the events in any way". Students should not be inhibited when engaged in such complex communication practice, but I think that unobtrusive, firm guidance would be welcome and productive.

Functions of American English is based on Leo Jones's *Functions of English* (1977, revised 1981) and is intended to help high intermediate and advanced students acquire communicative competence. As stated in the Introduction to the Teacher's Book, the approach is to isolate language functions and to enable students to practise them "in a variety of everyday situations". Each of the 15 units begins with a recorded conversation that sounds fresh and natural, especially when compared with dialogue on cassettes in some British English courses. The same six characters, in twos and threes, take part in all of these. Teacher-controlled exercises come next: for example, to ensure that tactful expressions are used when trying to get people to do things for their own good. Freer exercises follow, involving students working in pairs or small groups, discussing problems or asking each other questions. The teacher is advised to monitor these conversations without interrupting them in a distracting way. There are also consolidation exercises and written work.

This carefully-organized course can be completed in 45 to 60 periods of 45 to 50 minutes each. Its authors say that its functional approach "does not *replace* traditional language teaching – it adds a new dimension to it". This "new dimension" is based on realistic situations and needs; students will therefore find the course relevant and not just an entertaining adjunct to routine linguistic work.

Kernel Three is for intermediate and post-intermediate students, whom it takes to *Threshold* level, as defined in 1977 by the Council of Europe. Like many textbooks today, it centres throughout on one group of characters: a fashion executive, a rock musician (of course), a physiotherapist and an insurance salesman. Its 16 units are each introduced by a recording involving the characters, who, the authors claim with some justification, "represent a wide range of aspirations and fears, interests and conflicts, all of which students will identify with to a greater or lesser extent". The exercises in listening, speaking, reading and writing are thematically and linguistically linked in each unit.

This is a comprehensive, systematic course, with clear tables summarizing functions, structures and vocabulary. It is accurately and attractively presented, despite some weak drawings in places. Teachers and students who have already benefited from *Kernel One* and *Kernel Two* will be keen to continue with this follow-up.

Donald Hawes

Donald Hawes is Head of the Department of Language and Literature, Polytechnic of North London.

EXTRA

Surrounded as we are with so many articulate people, I had always thought that anyone of average intelligence could learn a language; that was until my niece took a course in English language teaching. As she began to describe the linguistics, methodology, materials-evaluation, testing and micro-teaching components, I sensed that revelation was in the wind.

I am not entirely unfamiliar with this language-learning business, but I have always comforted myself that Chomsky's black box was just a simple device for explaining that osmosis which occurs when you put a grammar under one arm and a dictionary under the other and quietly generate. I had been under the impression that verbal behaviour was being polite as well as articulate, learning functions was following Hob through Mr Eckersley's Essential English, and a notional syllabus was the rough plan you set out with at the beginning of the academic year. However, my show-off references to Palmer (HE), West and Hornby, to the General Service List, Thorndike and even Le Francais Elementaire met with embarrassing silence. I realized my gurus were passé; my terms unknown.

Functions, my niece said, are the in-things; selecting, grading and situationalizing words and structures are definitely out and certainly, she said sotto voice, very age-revealing. I reflected on Mr Hornby's "Ways of Expressing" in his Guide to Patterns and Usage. Was there really a generation gap between his expressions and today's functions? I recalled those Strasbourg afternoons when the Council of Europe Out-of-School committee (Further Education, not hookey) searched for a non-language syllabus to avoid rival language claims and so that the C of E might stamp a competence level in a migrant-worker's passport. Targets not language, use not usage – was it so different now?

It is said she; communication, interaction, stimulation and authenticity – that's what it's all about, and paralinguistic features, too. (She is into body-language.) I began to visualize her future attempts at materials-writing: practice exercises (simulations?) based on say, television's *Crossroads* to include communication activities in staring meaningfully into the middle-distance and crying quietly a l'anglaise into motel-coffee. She has not yet taught abroad but I am sure the Japanese, for just one example, will have none of this behaviour. They will want to read about it (with Japanese footnotes) but certainly not indulge in it.

And what about Total Physical Response? Her question cut into my reflections. Ah well, commitment, I said, devotion to a goal is a character-building act and was about to quote from "If" when she explained Asher, and I rejoined with Gouin. Who? *The Art of Teaching and Studying Languages* (George Philip 1893) – action-chains and total responses littered those pages. She smiled benignly, asked if my reading-list had been declared an ancient monument and moved on to what I took for a religious outburst. (Religion and language are the two experiences everyone has and in which everyone believes they're right.) Total immersion, she declared, is the bridge over the gap between L1 and L2 learning-facilities. Deep-end strategy and sink-or-swim techniques get to the heart of language-acquisition. Throw in a bit of choral work, I said, and we might enjoy the Baptist experience of speaking in tongues.

But what shall I specialize in? Now, requests for family advice are tender traps and I hesitated, ESP, EOP, EAP? For the French, langue et civilization are inseparable, but where has all the cultural English gone? Does a language have to be neutered to be international? Culture-loaded texts, she said, are instruments of linguistic imperialism; cultural capsules (taken after meals?) were in certain countries permissible: in West Germany for Landeskunde and in Japan for their curiosity value. Otherwise the teacher should distance herself from a cultural rôle. The EFL teacher, she concluded, is a key to status-improvement and social mobility. But wouldn't it help to concentrate on language-learning rather than on ELT? I asked feebly. It might help even by keeping the terms simple like Chomsky did with his black box . . .

Terence Creed

Terence Creed is Director, International Division, of Macmillan Publishers.

A cartoon adventure story ends each unit of Breakaway, Nelson's lively and attractive three year course for 11 to 15 year-olds. The books, by David Bolton and Lennart Peterson, are divided into 15 units, and each unit subdivided into 8 45-minute lessons. Each stage of Breakaway consists of a student's book, a teacher's book, workbook and cassette.

Easy on the eye

Opening Strategies £3.25. 0 582 51690 0. Teacher's Book £3.90. 51688 9. Building Strategies, new edition £3.25 57945 7. By Brian Abbs and Ingrid Freebairn.
Longman
Track One. By Michael Palmer and Donn Byrne. £2.55. 0 582 51347 2. Teacher's Book £4.80. 513537. Workbook. By Valerie Quinlivan. £1.40. 51356 1. Track Two £2.65. 51348 0.
Longman
Journeys: On Course. By Susan Axbey. £3.10 0 582 51365 0. Workbook. By Leila Keane. £1.10. 51364 2.
Longman
The Oxford Preliminary Examination Book. By H A Swan.
Oxford University Press £3.50. 0 19 453278 X.
Write Ideas. By Eric Glendinning and Helen Mantell.
Longman £2.30. 0 582 74810 0.

Opening Strategies is the most handsome course book I have ever seen. The print is clear, the layout is easy to follow and it is illustrated with superb colour photographs. The book has a loose storyline based on a group of characters attending a film conference. Each of the 16 units has a dialogue divided into three parts with language work on each. At the end of each unit are a grammar review and oral exercises, and each unit has listening, reading and writing activities. The language functions are made clear, and learners are equipped with language for immediate use.

The course moves at a fairly rapid pace, which makes it suitable for false beginners. (However, even for them the treatment of past simple and present perfect is cursory). For real beginners, additional presentation and practice of grammatical points will be necessary, and the revision incorporated in later units will need supplementing.

The tapes are good quality, though some of the listening activities are rather complicated, and the rapid colloquial speech of some items presents difficulties. Useful ideas for further activities are found in the teacher's book, and home study is well catered for by the workbook: *Opening Strategies* provides an excellent alternative to *Starting Strategies* as the first book in the Strategies series.

The second book, *Building Strategies*, has a new edition available from late March. This has an enriched grammatical content which will make it a good follow-up to *Opening Strategies*. The pages are packed with materials, and the type is often smaller than in the first edition, but the excellence of the design ensures that the book is clear and attractive.

Track and *Journeys*, both come under the umbrella of Longman's *Roads to English*. *Track* is a secondary school course for 12 to 16-year-olds. The authors believe that adolescents don't like pretending to be adults, and situations in which learners play adult roles are avoided. Alternate units tell the fictional adventures, with strip cartoon support, of 17-year-old Tina and 13-year-old Tim, with Tony the artist and his chimpanzee Ringo. The content and appearance of these units mark it clearly for a school audience. The other units deal with a whole range of interesting subjects – perception, the Bayeux Tapestry, prehistoric monsters, the fastest animal/highest mountain/longest river . . . in the blurb-writer's words "a rich mix of fact and fantasy". Content is important, not just a peg to hang language on. It is predictable that the first unit of a beginners' course will include "What's this?" "It is/isn't a . . ." *Track* is unusual in providing a setting where the question is real. "What's this?" (picture of sea horse). "It's a fish". (picture of dolphin) "A dolphin isn't a fish".

Track has a sound structural basis with a functional overlay. The grading is gentle; the first five units deal with functions performed with the present simple. Regular pronunciation work has a welcome emphasis right from the beginning on linking the stress as well as sounds. Reading is carefully developed. The teacher's book is useful and conveniently set out with students' pages included. For students learning English at school, with no immediate prospect of using English outside the classroom, *Track* provides a very good course.

Journeys (Level 1) : On Course is intended for older secondary pupils, but is of interest to adult learners too. Like *Track*, *Journeys* alternates storyline and topic units. The story-line element is provided by Operation Drake, "the real-life journey of exploration around the world undertaken by a group of young people from many different countries". The topics include 'Dangers in the Home, Air Travel, and Computer Science, and each is loosely linked to the preceding Operation Drake unit.

It is assumed that the students have already met the structures practised, and are able to develop their understanding and use of them. They are presented in a text or dialogue, which is followed by a comprehension check. The structures being practised are clearly set out; a tint makes it easy to find these for reference and revision. Language practice is effective and well contextualized. Listening, reading and writing sections consolidate the structural work and contribute to the topic.

The book is attractive, clear to follow, thorough and imaginative. It is highly recommended for lower intermediate students, and for trainee teachers as a model of how sound structural teaching can be combined with material of real interest to make a satisfying coursebook.

H A Swan is the chief examiner of the Oxford Preliminary EFL Exam, and *The Oxford Preliminary Examination Book* consists of 10 practice examinations. Reading tests use authentic or authentic-type material including instructions, advertisements, forms. Unfortunately the texts are sometimes overleaf from the questions, which makes them difficult to use. Writing tasks, in addition to letters and an optional "straight" essay title include short, practical things like "There is a large dog in one of your rooms and you want to keep the door closed so that it does not get out. Write the notice you would put on the door. (About 5–10 words)"

Consistently the weakest question is Paper 2 No 1, where the student must understand a form in order to fill it in. Several forms require an awareness of a situation and convention which is outside the experience of many native speakers. Applying for an American Express-type credit card may be the stuff of everyday life for H A Swan, like replying to a third person invitation to an eighteenth birthday party, refusing an invitation to a housewarming, or writing an invitation card for a fancy dress party – all compulsory questions – but if the whole concept behind the exercise is unfamiliar, understanding it is difficult.

The final question tests students' ability to use an English-English dictionary effectively, with a dictionary extract reproduced, encouraging teachers and students to take dictionary use seriously – an example of the beneficial backwash effect of the Oxford exam.

The author, in his introduction, hopes that an examination may "not only test but also teach". This book is a rare example of a practice examination book that achieves this aim.

Write Ideas is an intermediate course in writing skills. Its eight units each concentrate on one sub-skill or type of continuous writing. The subject matter is generally scientific. The authors' analysis of skills required for continuous writing is good, but exercises are all on different topics, making the book very bitty, eg Unit 3 on Planning covers 13 topics in 12 pages. The "Useful Language" sections are disappointing. Insufficient help is given in expanding notes, and there are no examples of notes expanded into paragraphs.

In a writing course it is possible to break writing down into short simple tasks which can act as preparation for a longer piece of writing. *Write Ideas* remains fragmented.

Clare Fletcher

Clare Fletcher lectures at Harrow College of Further Education.

EXTRA

Points of balance

Second Selections from Modern English Teacher (SSMET).
Edited by Susan Holden.
Longman Handbooks for Language Teachers £3.95. 0 582 74614 0.
Press Ahead: a teacher's guide to the use of newspapers in English language teaching. By Barry Baddock.
Pergamon Press £2.95. 0 08 029441 3.
The Practice of English Language Teaching. By Jeremy Harmer.
Longman Handbooks for Language Teachers £4.95. 0 582 74612 4.

Chris Brumfit can always be relied upon to stimulate worthwhile discussion. In his article in the appendix to *SSMET* he is anxious to remind publishers of the balance to be struck between commercial and educational demands. Teachers, he says, are to be encouraged to develop a sense of informed confidence to face their classroom responsibilities. *SSMET* is an outstanding example of these demands being met.

The magazine *Modern English Teacher*, from which this collection is drawn, embodies in its publishing policy a dual aim of encouraging teacher confidence and teacher discretion. Confidence is encouraged by the regular publication of practising teachers' articles in which they describe their classroom successes. Discretion is encouraged by the "simplicity" of the presentations without the arrogant predictions of the "this will motivate your students" type.

This second selection contains 66 articles, all very practical. At a time when "communicative" teaching encourages a range of different classroom activities it is a near impossibility to categorize activity types without any overlap. Nevertheless, the groupings decided upon are most helpful, combining "established" categories, listening, reading, writing, oral presentation, visual aids, with "new" categories, integrated skills, games, role play and simulation.

My only quibble would be with the category "Just the thing for Friday afternoons". Each of the articles in this section involve language learning principles worthy of a central place in an EFL programme rather than a banishment to the periphery. Let's hope that "Third Selections" keeps up the excellent tradition, possibly with an increase in articles from teachers whose mother-tongue is not English.

Press Ahead is another example of a publisher meeting an educational demand, namely "resource packs, sets of materials with advice to teachers on how to adapt and modify the contents" (Brumfit, *SSMET* page 131). The nine chapters of *Press Ahead* give clear suggestions on exploiting the main aspects of newspapers; the front page, headlines, articles, letters, cartoons, photographs, advertisements, classified ads, miscellaneous features. Each chapter has three parts: deductive exercises for students to work out language features, a summary of language features, and activities using the relevant sections of the newspaper.

There are occasional weaknesses in the language feature summaries; for example, why is "Israeli general dismissed" under "simple present" when "Devon village terrorised" is under "past participle"? Also there is room in the "articles" chapter to highlight some of the "discourse" reasons for the positioning of relative clauses and pre-modified noun phrases. It is not enough to say their use is to "vary sentence structure" and "pack in information". More exercises like activity nine which examines the stylistic effect of syntactic changes, would have been welcome.

These minor shortcomings should not overcloud the book's strength – its clear encouragement to teachers to look closely at the potential of all elements in newspapers and make up their own minds on how they might be useful for their classes.

Both *SSMET* and *Press Ahead* deserve a place in a teacher's collection. They both have a clearly defined limited target. Unfortunately *The Practice of English Language Teaching* does not have this same precision of focus. The book simply tries to do too much. The theoretical section is little more than gross oversimplification of a few crucial issues that could confuse rather than clarify. There is also an alarming thread of naivety running through the theory component, starting on the cover with the suggestion that there is "*the* theory of English language teaching". We are told there is a "most important" *part* of a word; that one of the most famous moments in English theatre is achieved "*purely* through intonation", and that "would you like to come to the cinema" *is performing* an inviting function". On page 15 we are told that rules of use have not been "clearly stated" but teachers shouldn't be alarmed. Yet on page 222 we find that every teacher should know the rules that govern language use.

In short the theoretical section is inadequate. The practical section is detailed and systematic, and precise suggestions for staging classroom activities are given with clear references where appropriate. The "nuts and bolts" ideas are most valuable for trainee and recently qualified teachers. But some confusion might arise simply because the book is too ambitious, with suggestions ranging from third person singular "s" to academic reading of animal behaviour texts. The book might have limited itself to teaching, say, up to FCE level and should only have included a listening section if there were a tape to accompany it. The large chunks of transcripted dialogue are just too daunting. One final point, Chomsky's first name is Noam, not Naom, and grammar is not spelt "grammer" (page 17)!

Harold Fish

Harold Fish lectures in English language research at Birmingham University.

Behind the lines

Start Reading. By Leslie Adams and Angela Llanas.
Pergamon Press £2.50. 0 08 029 4359.
Start Reading for Adults. By M C Vincent.
Longman £2.50. 0 582 52637 X.
Storylines. By Mark Fletcher and David Birt.
Longman £1.25. 0 582 79103 0.

Here are three sources of supplementary material, all suitable for adults or young people and all including a pleasing variety of factual elements, presented in an acceptably neutral, non-sexist manner.

Start Reading is the first of a series of reading comprehension workbooks based on materials developed at the Anglo-Mexican Institute in Mexico City. It is written, one assumes, for elementary and lower intermediate students. Ten units, with three texts in each, give information about different countries, plants, animals, people and national customs. Many of the texts are descriptive – a language function which is essential for study purposes and is often under-represented in course books, where the emphasis tends to be on the narrative function. Text types are varied: there are picture captions, instructions, letters, menus, etc. The book is copiously illustrated and texts are kept quite short.

My major reservation concerns the apparent absence of a sound underlying theory of teaching reading. Very little attempt is made to teach reading strategies. Once or twice pre-reading questions are posed but their systematic use is not suggested. There is a great deal of emphasis on true/false exercises and on multiple-choice exercises that test rather than teach. Cohesion and vocabulary are tackled only patchwork. Nowhere is there any explicit encouragement to guess the meaning from the context. There is, in fact, more writing than reading exercises. Perhaps the authors intend to make their intentions clear in the Teachers' Notes, but these have not yet appeared.

The main organizing principle seems to be thematic, although this is often only loosely the case. The first unit is headed, "London, Canada, Scotland," leading one to expect texts about these places. In fact, the third one is about ospreys, which happen to live in Scotland (among other places) – a rather misleading way of teaching the relationship between heading and text. Perhaps because of the thematic approach, the texts vary somewhat in level. Discerning teachers will, however, select those that suit their purposes.

In contrast, *Start Reading for Adults*, an addition to the Reading for Adults series, states its aims clearly. It is written for students in their first or second year of English, to be used in one of three ways: as a first intensive course in how to read a foreign language; as a supplement to the general course book, a way of learning language from reading, or as material to encourage individual private reading out of class.

The texts are structually and lexically graded to correspond to levels, 2, 3 and 4 of Longman's Structural Readers. They are, however, quite long, matching the length of the average feature article in a popular magazine. They are lavishly illustrated with coloured photographs and diagrams which, happily, break the text into visually manageable units. The themes have been chosen, according to the authors, to relate to the content areas in course books. One feels that the course books envisaged are the glossy ones available mainly to the First rather than the Third World. Within this context, though, the material is interesting and informative: talking gorillas, time capsules, living accommodation for single people – these give the flavour.

The notes to the teacher offer sensible advice about pre-reading, reading for gist and for detail, strategies for deducing word-meaning and the use of the dictionary. The exercises are headed in such a way that students are encouraged to recognize a variety of reasons for reading. One would have liked to see more emphasis on cohesive devices. They are important from the very beginning, after all. Each unit concludes with a fairly light-hearted idea for a communicative activity.

The Third World is given due prominence in *Storylines*. In a short foreword the authors express their admiration for the work being done by voluntary organizations in many parts of the world, both to relieve human suffering and to protect endangered animals. A portion of their royalties will be given to support such organizations. These themes are represented in the book in units such as Ivory Poachers and Vaccine. But lest readers should feel a diet such as this might not sustain the interest of their particular students, other units present comic or biographic material.

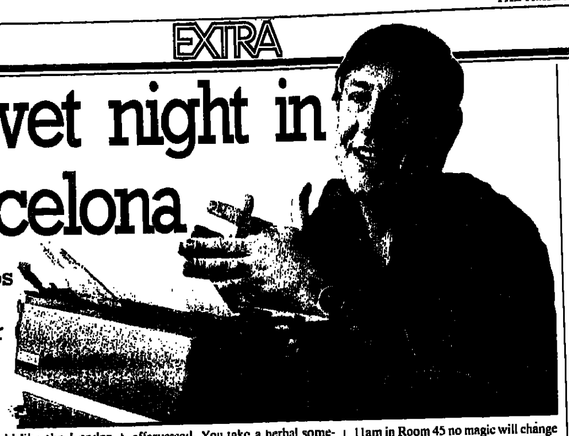
Each of the 20 units presents a sequence of pictures – cartoons, line drawings, photographs or documents. They are intended as stimuli for productive work. The first ten are suitable for elementary to lower-intermediate students, the rest progress towards the intermediate level. The emphasis of the exercises is rather more towards the oral than the written. They were conceived with ARELS candidates in mind. The important element is, however, the pictures. For a reasonable price teachers will have a fund of related visuals which, as the authors suggest, will integrate well with project work involving magazines, newspapers and news broadcasts. In spite of the title, the material is not wholly narrative, several of the units include descriptive language.

Teresa O'Brien

EXTRA

A wet night in Barcelona

Brian Abbs on being an Author



TESOL, Houston 84 is just over. The razzamatazz of the American convention has died away and the last pithy quotation from Rodgers and Hammerstein in the Centre for Linguistic Rehabilitation in Boise, Idaho has been made. The presentation papers for TESOL 85 in New York begin to glow in a thousand briefcases. But, joking apart, it is through the good offices of TESOL that British contingent realize just how lucky the British EFL/ESL Profession is to have agencies such as the British Council and the Royal Society of Arts giving it support, underpinning its work and allowing its people international exposure on a large scale.

It's not just professors of applied linguistics who go on lecture tours round the world. for example directors of language schools do consultancy jobs, classroom teachers work on courses in methodology, and writers give lectures on syllabus design. In principle, everyone in the profession can benefit by a well-organized and world-wide professional body. Our American Colleagues are not quite so lucky: they have to rely mostly on publishers to get places round the world.

British writers are often sniffy about publishers. They seem to find it difficult to see any dignity in commerce. In deepest Kensington, in the amber-lit, warm panelled committee rooms of the Society of Authors, the horror stories of the battles between publishers and authors make you wonder how anyone has ever managed to publish an educational textbook at all.

Some of the stories of exploitation maybe true but the writer can only survive if the publisher sells the books. Writing textbooks is one thing, selling is another. In exhibition halls around the world, in temperatures that would make a water buffalo wilt, publishers' representative tirelessly promote our textbooks, (often holding them upside down). Then they have to lug the cardboard boxes up and down dusty staircases, pack visual aid equipment in the backs of cars ("What do you mean, TWO overhead projects! Next time, perhaps you'd like the London Palladium!").

Teachers never seem to be satisfied: when is the workbook coming out? Why isn't there any authentic listening? Can I have 30 free copies? Where's the teacher's book? Is it suitable for my class at the police academy? Do you have a set of slides to go with it? The babble goes on. It spills out of the lecture halls and the exhibition stands and continues long into the night in dingy hotel bars.

But then it isn't exactly a Cook's Tour for the writer either .... There's the physical discomfort. Worse than a plague of boils, more enervating than insomnia, more painful than stomach ache, is the dreaded Montezuma's Revenge. When you've had it you know why it has been called so.

There are the professional mishaps. Picture this. You are on the 17-hour long haul out of Gatwick on a British Caledonian flight already delayed for 9 hours. The champagne you had outside the departure gate has long de-effervesced. You take a herbal something to steady the nerves. You can't sleep, so you decide to sort out all your presentation overhead foils. Oh, lucky chance! At least you have three free seats in your row so you can spread things out. Then you wake up at the Lost and Found office trying to describe to a patient airline official from Varig that you have lost "20 pieces of transparent foil with some coloured drawing on them and there are about a dozen pieces of paper and a photocopy of an article by Chris Candlin from the German Association of English Teachers magazine dated July . . . ."

And what about the seminar on the Development of the Reading Skill in the communicative classroom which you have been invited to give at a regional meeting of MexTESOL in well, OK, it is in Acapulco! In the quiet of the thirty fifth floor of the Sheraton you decide to choose a few more examples which you have in the file marked "Integrated Skills". You repack the briefcase and feel very smug and well-prepared. The next day at 11am in Room 45 no magic will change "Listening" into "Reading". The throat goes dry, the eyes feel grainy it's a four hour session and you can't find that hole that should open up beneath you.

And dizzy with fatigue in the topical rains drenching Kuala Lumpur airport, you realize that you have left the Heathrow duty free plastic bag with all your notes on Lesson Planning up in the locker. Running across the tarmac, bathed in sweat, you notice three armed security people reaching for their holsters . . . .

But these incidents are nothing compared with the sheer terror of the social gaffe. Like that time at the barbecue in the British Embassy compound to celebrate the performance of George Melly who, like the people at the Institute of Education in London, also goes on tour for the British Council.

It's a perfectly lovely party under the canopy of tropical night. A steel band plays, the flamboys flame and the smell of roast lamb drifts through the air. What a way to make a living! The dry white wine, so chilled and so refreshing, makes things right with the world. You chat away and at last feel that ELT is a respectable job, and can ignore the glaze when you tell people you don't exactly write novels.

An attractive woman, slim, gold-decked, in something silk and scarlet charms the crowd. Later, in the sitting area, the wife of the Second Secretary approaches and you comment on the charm and wit of the Lady in Red. "Lady!" hisses the wife of the Second Secretary, "that's no lady, that's a man!"

Sometimes your paralinguistic intentions just let you down.

On a wet night in Barcelona you're on at 8.pm. There's a friendly crowd in the warm British Council library. The two projectors throw nice beams – the carousel slide projector works – and someone has said something wonderful about book three in the series. You glow. Then you notice that the group round the stove don't seem to respond. So you prod them with your silver rod (one of the little things picked up from The Silent Way) and grab them by the arm just as you were taught to do at a seminar on "The Teacher, Self Assertiveness and Communicative Interaction" at Saffron Walden. Nothing happens. You choke, you freeze until a lady from IBM (who is sitting in the front row and who once talked to you in the coffee queue at IATEFL '80) whispers that many people come in from the street merely to keep warm in the British Council Library. They have cold nights in Spain, too.

Then there are the geographical mistakes you make when you think the people of a town in France when you are actually somewhere in industrial Belgium. There is a hidden reef with the vowels in German place names as there is in switching English proverbs into Croatian.

An author's tour can be tense, taut and terrifying. But it can also be terrific. That's why there are so many of us in the EFL business out there on the road even we should, more than likely, be doing something else.

The micro way

by Paul Power

Although computer assisted learning (CAL) has made considerable strides forward over the past couple of years, with most primary and secondary schools making at least moderate use of the micro, one area which has hitherto been rather slow in taking advantage of the microchip revolution has been the field of modern language teaching and in particular that of teaching English as a foreign language (TEFL).

This is probably due to the following:

- There has up till now been a reluctance on the part of schools to invest in hardware that might quickly become obsolete as a standard machine has yet to be agreed upon.
- A distinct lack of ELT-specific software.
- Many are sceptical that computers could play an effective role in the language learning process.

The picture is, however, rapidly beginning to change, largely due to the efforts of a pioneering band of enthusiasts such as John Higgins of the British Council and Tim Johns of the Birmingham University overseas students research unit; who, as well as offering a theoretical perspective, have written some useful software of their own.

Following this a number of language schools including Eurocentre, Bell, International House, have started developing computer assisted language learning (CALL) facilities of their own. It is likely that there will be an explosion of interest over the next 18 months with the publication of a series of books on the subject and as several of the major publishers move into the potentially lucrative ELT software market. (Collins plan to market Higgins and Johns software in April).

What then are the uses and benefits available to the EFL teacher and student? Essentially the microcomputer is a device able to absorb large amounts of data, and to process or transform that data at exceedingly high speeds into information. The information can be supplied in a whole variety of forms.

Tim Johns has identified a number of possible roles that the machine might be assigned: teacher or tester; trainer; playmate; learner; informant; demonstrator; environment; clown; and resource (see *Approaches to CALL for EFL: A summary of work in progress – 7183*).

A central theme of Johns' is the need to move away from using the computer merely as an efficient means of developing drills and question and answer routines, all of which is firmly rooted in Skinnerian behaviourist theory and in its educational realization, programmed learning. Rather Johns favours what he calls "a generative approach", whereby the machine itself generates material in accordance with the student's progress. One of the biggest problems faced by EFL teachers is, of course, shared by other subject teachers, that of obtaining suitable software. Basically the following possibilities are available to them:

- Making use of non-ELT specific software.

Many of these are primary/secondary literacy skills orientated, others of the home computer type (simulations, etc).

- Purchasing ELT specific software.

There are a number of programs available from people such as Wida software including the excellent "Word Pack" series by Chris Jones running on the 16K ZX81. (The Higgins and Johns book just published, *Computers in Language Learning*, contains listings for several programs to run on a Sinclair Spectrum).

- Writing your own programs in Basic or one of the other home computer languages.

Unfortunately, good programmers do not always make good teachers and vice versa. Also teachers may not have the time and energy, to devote the many hours needed to gain sufficient competence in a computer language to be able to write good software. It has been estimated that it can require some 25 hours preparation to produce a one hour program.

- To use an authoring program or package.

Rather more feasible than working in Basic is to use a package such as *Teachers Toolkit*. Here the framework has been laid out and the teacher merely has to plan the lesson and then to key in the material which will be formatted by the package. The disadvantage, however, is the somewhat rigid constraints imposed by these packages.

An authoring language such as Pilot, for example, does offer a little more freedom in the kinds of lessons one may construct. The commands are kept deliberately simple. It is available on a variety of machines at present including the Apple, and is planned for the Spectrum some time in the future.

Finally, let us look at some of the activities that can be carried out in CALL. We can group them as follows:

Word and language games

Including the "hangman", anagram, word building sort of task. Also dictionary games, odd man out, opposites, homophones, spelling and matching routines and many more.

Grammar based and structural activities

Rather out of fashion now but available in the question and answer type branching programs, where students can be led onto remedial frames or onto more advanced material in accordance with how the machine judges their performance. Quite useful with students that perhaps want to brush up on their phrasal verbs or particles, etc.

Text manipulation

Probably the most promising area of all, and includes Cloze work, partial and total deletion of text, jumbling and reordering of text – can be a very effective tool in the developing of reading skills, particularly anticipation and prediction.

A number of programs are currently available including *Textbug*, *Storypard*, *Clozemaster*, etc.

Simulations

A lot of usable software here including many excellent business simulations which go down marvellously on ESP courses. The main value here is in the interaction which is generated when a group of students are presented with a screen of instructions to make sense of and then a task to tackle interactively. Decisions have to be discussed and put into effect, and often have to be remade at a later stage.

Presentation of fact and information

Using a database the teacher is able to format and present to the students an array of information. It would be possible to build up a profile of details of shops, cinemas, restaurants, etc. within an area. It is possible, for example, to have students work out a mini teletext system or to design an electronic magazine or newspaper.

Word processing

This can be particularly useful with students keen on writing, as it can be used in drafting, editing, making revisions, etc. Most micros now boast a wordprocessing facility.

Interactive video

The idea of linking video to computer is exciting and under development. The biggest drawback is the cost both in terms of the hardware and in the production of the film itself.

As a supplement to course texts

An area not as yet explored but one likely to receive more and more attention, especially as it would fit in nicely with existing methodologies, and could provide for work activities to be carried out both in the classroom and as self study at home.

What then is the future of the micro in ELT?

We can be fairly certain that it isn't going to go away. Nor will it follow the path of the now very much out-of-fashion language laboratory.

Once the initial euphoria has passed it is likely that CALL will grow steadily in credibility as we discover new roles that it can play in the process of language acquisition.

With research well under way into areas such as speech synthesis, and more importantly into AI (artificial intelligence), we are going to witness a number of exciting and challenging developments in the world of TEFL over the next few years.

Paul Power is a freelance teacher and course developer based in London. He is currently completing his doctorate in computer assisted language learning.

PRIMARY DEPUTY HEADSHIPS
continued

BRENT
LONDON BOROUGH OF BRENT
ST. MARGARET CLITHEROW R.C. J.M. & I. SCHOOL
Quainton Street, NW10
(Roll 198)
Required for the Summer Term -

Temporary TEACHER (Scale 1) for Upper Infants.

London Allowance of £987 per annum is payable. Brent is fundamentally committed to Multi-Cultural Education.

Application forms (sae) obtainable from the Headteacher returnable within 10 days. (52345) 110012

CAMBRIDGESHIRE
PARK STREET C.E. (A) SCHOOL
Required for September DEPUTY HEADTEACHER of this Group 3 school. The Governors wish to appoint a person sympathetic to the aims of this Church of England Aided School.

Application forms and details from the Headteacher, Park Street, Cambridge CB5 8AR. (S.A.E. please), returnable by 13th April 1984. (59586) 110012

GLOUCESTERSHIRE
CHARLTON KINGS INFANTS SCHOOL
Lyefield Road East, Charlton Kings, Cheltenham Glos.
192 on roll
Deputy Head Group 4 required from September 1984. Applications invited from enthusiastic teachers willing to take an active part in curriculum development. Music an advantage.

Application forms and further details from Head Teacher (S.A.E. please). (52063) 110012

HAMPSHIRE
KNIGHTS ENHAM JUNIOR SCHOOL
King Arthur's Way, Andover SP10 4BS
DEPUTY HEAD TEACHER - GROUP 5 - Required September. 1984.

Application invited from suitably qualified and experienced teachers. Candidates should have demonstrable leadership abilities in one curriculum area; a commitment to working with socially disadvantaged children and to staff involvement in extra-curricular activities.

Letter of application to include c.v. and names and addresses of two educational referees.

Further details and/or application, with s.a.e., to Headteacher by 16th April, 1984. (59097) 110012

GLOUCESTERSHIRE
STRATTON C OF E PRIMARY
Thessaly Road, Stratton, Cirencester
147 on roll
Deputy Head required for September 1984, to teach infant class and to be responsible for the correlation of work in that age range.

An interest, both in general activities and curriculum development, throughout the whole school is essential.

Application forms and further details from the Head Teacher. (Please enclose a foolscap S.A.E.). (52294) 110012

HAMPSHIRE
WEST TYTHERLEY C.E. (CONTROLLED) PRIMARY SCHOOL
Nr. Salisbury SP5 1JX
Deputy Headteacher - Group 2 - required September, 1984.

Full details/application forms from Headteacher (s.a.e. please).

Closing date 13th April, 1984. (55098) 110012

HERTFORDSHIRE
ABOYNE LODGE JMI SCHOOL
Etna Road, St Albans AL3 5NL
Head: Mrs. E.J. Gray
Group 4
Required for September 1984. DEPUTY HEAD. Group 4. Applications are invited from lively, enthusiastic teachers able to offer leadership in general organisation and with ability to teach the full primary age range. Candidates should possess substantial qualities of resourcefulness, versatility, cheerfulness with a wide field of interests. In addition a commitment to participate fully in the school's extra-curricular activities.

Apply in writing to the headteacher from whom further details are available enclosing large sae. Visits welcomed.

Closing date Thursday, 12 April 1984. (59494) 110012

HERTFORDSHIRE
THE FIRS JM SCHOOL
Scott Road, Bishop's Stortford, Herts.
DEPUTY HEAD, GROUP 4
Required for September, a committed and ambitious teacher able to take a leading role in curriculum development in the school. The applicant should be adaptable, able to offer leadership in general organisation and to participate fully in the school's extra curricular activities.

Application forms and further details from the Divisional Education Office, Scott House, Hagsdell Road, Hertford SG13 8BQ. Please enclose a foolscap, stamped addressed envelope. (52869) 110012

COVENTRY CITY COUNCIL

WOOD END INFANT SCHOOL,
Deedmore Road, Coventry CV2 1EQ

DEPUTY HEAD TEACHER

Applications are invited from experienced teachers for appointment as Deputy Head Teacher of Wood End Infant School, Group 4 plus Social Priority School Allowance (£201 or £276 per annum).

Application forms from Director of Education, New Council Offices, Earl Street, Coventry CV1 5RS (telephone 0203 25555 ext. 2404) returnable by 13th April 1984. Canvassing disqualifies.

(9710)

an equal opportunity employer

London Borough of **ENFIELD**
EDUCATION DEPARTMENT
GALLIARD JUNIOR SCHOOL
Galliard Road, London N9 7PE
Group 5. Roll 240

DEPUTY HEAD TEACHER

This Deputy Headship will be vacant in September 1984. An enthusiastic, experienced teacher is needed who will help lead a team of teachers in all aspects of the curriculum. The school is well-equipped and is situated in excellent grounds with its own playing fields and environmental study area.

London Allowance, £645. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms (large SAE) obtainable from the Director of Education P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ, to be returned by 13th April 1984.

(9662)

HERTFORDSHIRE
ST CROSS R.C. JMI SCHOOL
Upper Marsh Lane, Hoddesdon, Herts.
(Head. Mr P.B. Gannon)
Required for September 1984 a committed and caring teacher for the post of Deputy Head in this Group 4 school.

A willingness to help in curriculum development is essential and a specific interest in Music, Science or Maths would be an added advantage. Applicants must be practising Roman Catholics.

Forms and further particulars are available from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford. Please enclose s.a.e. (52258) 110012

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
ST. PETER'S JUNIOR AND INFANTS' SCHOOL
Cambridge Street, Cleethorpes

Required for September, 1984:

DEPUTY HEADTEACHER for this Group 5 Primary School.

Applications are invited from suitably experienced and enthusiastic class teachers, who are able to make a major contribution to the development of the curriculum throughout the primary age range.

Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby, should be returned to the Head Teacher at the school within 10 days of this advertisement. (64463) 110012

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
ST. CHARLES' R.C. PRIMARY SCHOOL
Norfolk Street, Hull
Head: Mrs M. Scott
Required from September, 1984, a DEPUTY HEAD TEACHER for this Group 3 voluntary aided primary school for about 80 pupils aged 5 - 9 years and a 30 place nursery.

The Governors would welcome applications from practising Catholics.

Application forms available from the Head should be returned by 11th April. (52225) 110012

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
MARFLEET PRIMARY SCHOOL
Marfleet Lane, Hull
Head: Mrs H.A. Cook
Required from September, 1984, a DEPUTY HEAD TEACHER for this Group 2 primary school with about 100 pupils aged 5 - 9 years.

Application forms, available from the Head, should be returned by 11th April. (52226) 110012

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
DENBY DALE GILTHWAITES FIRST SCHOOL
Gilthwaite Lane, Denby Dale, Huddersfield
(Ref. 462)
Applications are invited from suitably experienced teachers for the DEPUTY HEADSHIP of this Group 4 first school which caters for the age range 5 - 10 years. The appointment will date from 1st September 1984.

Further particulars and application forms (S.A.F.E. please) from the Director of Educational Services (Ref: PT) Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of this notice. (52245) 110012

NEWHAM
LONDON BOROUGH OF NEWHAM
HALLSVILLE JUNIOR SCHOOL
Radland Road, London E16 1LN
Head Teacher: (Mrs.) H.D. House
Number on roll: 248
DEPUTY HEAD
Group 5
Required: SEPTEMBER 1984.

LONDON ALLOWANCE £987 plus Social Priority.

Application forms/further particulars (s.a.e. please) available from Director of Education to whom completed forms should be returned by 10th April 1984.

Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Employer. (52812) 110012

NEWHAM
LONDON BOROUGH OF NEWHAM
SANDRINGHAM JUNIOR SCHOOL
Sandringham Road, London E7 8ED
Head Teacher: Miss A. France
Number on roll: 292
DEPUTY HEAD
Group 5
Required September 1984.

Visits welcome: (01-472 0672).

London Allowance: £987 plus Social Priority Allowance.

Application forms/further particulars (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 10th April 1984.

Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Employer. (52811) 110012

NORTHUMBERLAND
BELFORD COUNTY FIRST
West St., Belford NE70 7QD
(Group 3, 4 - 9 - 85 pupils).
Required from Sept. 1984 DEPUTY HEADTEACHER to be responsible for English with French and/or Music. Removal expenses/lodging allowance may be payable.

Application form (foolscap sae), returnable 20.4.84, from Acting Director of Education, County Hall, Morpeth NE61 2EF. (52227) 110012

NORTH YORKSHIRE
COUNTY COUNCIL
Required for September 1984, DEPUTY HEAD TEACHER at ROSEBERRY COUNTY PRIMARY SCHOOL
Great Ayton
(GRADE 5).

The post arises due to the amalgamation of separate Infant and Junior schools and presents an opportunity for an enthusiastic teacher to participate fully in the reorganisation. Applicants should be willing to teach all age groups in the school. Candidates are asked to state full details of academic qualifications, curricula strengths and particular interests.

Send stamped addressed envelope for application form to the County Education Officer, County Hall, Northallerton DL7 8AE to whom completed forms should be returned by 13 April. (52210) 110012

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

TRAFALGAR JUNIOR MIXED SCHOOL
Elmsleigh Road, Twickenham, Middlesex TW2 5EG

(GROUP 4)

Applications are invited for the post of DEPUTY HEADTEACHER of this junior school from September 1984. Outer London Allowance of £645 payable.

The applicant must be capable of leading a committed staff and have a special interest in curriculum development.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB returnable by 27th April 1984. (64477) 110012

SUFFOLK
COUNTY COUNCIL
STRATFORD ST MARY COUNTY PRIMARY SCHOOL
Stratford St Mary, Colchester, Essex CO7 6LZ
Required September 1984. Deputy Headteacher for this new Group 3 primary School.

Forms and further details are available from the Head at the school (s.a.e. please). (59437) 110012

WILTSHIRE
Please see display advertisement on Page 40. (65992) 110012

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1984
FARNDALE JUNIOR SCHOOL
Deputy Head Group 4
Application forms and further details are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (59529) 110012

Heads of Department

CAMBRIDGESHIRE
HISTON AND IMPINGTON COUNTY JUNIOR SCHOOL
Roll 330
Required for September 1984, a well qualified and experienced teacher (Scale 3) to be Head of Upper School and Curriculum Advisor for Language Development.

Application forms and further details from the Headteacher, Histon and Impington Junior School, The Green, Histon, Cambridge. Closing date 9th April 1984. (59517) 110018

GLOUCESTERSHIRE
DURSLEY C OF E PRIMARY SCHOOL
Dursley Gloucestershire
Area Special Needs Centre
Required for September 1984 a suitably qualified and experienced teacher (scale 2) for the post of Head of Centre. The Special Needs Centre is an integral part of the school, catering for up to 20 primary aged pupils experiencing learning, behavioural and sensory difficulties and involving two teachers and a nursery/welfare assistant.

Further details and application forms from the Headmaster (SAE) (53062) 110018.

Scale 2 Posts and above

AVON COUNTY
HIGH DOWN JM SCHOOL
Portishead, Bristol BS20 8AY
Required from 30th April 1984, teacher (Scale 3) to be responsible for the development and co-ordination of Maths throughout the school. This is a senior appointment, so an experience of curriculum development and evaluation will be useful. Responsibility will include boys' games and a willingness to contribute to the extra-curricular activites of the school. Please state other interest.

Letters of application to the Headteacher immediately, giving full details of qualifications, experience and names of two referees, enclosing sae.

Avon is an equal opportunities employer. (64459) 110020

BARNET
LONDON BOROUGH
BOROUGH RELIEF STAFF
SCALE 2
SEPTEMBER, 1984
Applications are invited for appointment to the full-time permanent Borough Relief Staff, for service as the need arises at primary schools, to cover vacancies, maternity leave or other long term absence. Applicants should have experience with a range of age-groups and recent experience as a full-time permanent member of staff at a primary school.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Application forms (s.a.e.) obtainable from and returnable to the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL by 13th April, 1984. (59555) 110020

BEDFORDSHIRE
NORTHERN AREA
PUTNOE LOWER SCHOOL
Overdale, Bedford MK41 8EN
HEADMISTRESS: Mrs. M. Barley
Tel: Bedford 52282
5 - 9 Co-educational Lower School
Required for September 1984, an experienced lower school teacher interested in curriculum development and the creative approach. Special ability is essential in at least two of the following areas: Physical education, social and environmental studies, religious education, the creative and expressive arts.

Candidates should be adaptable, and keen to participate fully in the life of the school, taking a leading role in chosen areas.

A Scale 3 post is available for a suitable applicant.

Application forms and further details from the Headmaster, s.a.e. please. (52867) 110020

CAMBRIDGESHIRE
LINTON HEIGHTS JUNIOR SCHOOL
Required for September, Scale 3 teacher responsible for Lower Juniors and for Special Needs throughout the school. Interest in CRAFT, DESIGN, and DISPLAY an advantage.

Application forms and further details from Head, Linton Heights, Wheatsheaf Way, Linton, Cambs. Closing date 13th April. (59579) 110020

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER 1984 OR EARLIER IF POSSIBLE - NEW POST
A TEACHER OF NURS
GROUP
CHILDS HILL J.M.I. SCHOOL
Dersingham Road, Childs Hill, NW2 1SL
Roll 197
Full time, experienced N ary Teacher to work Nursery Nurse in esta this new unit which supported by the Psychological Services 2.

CLOSING DATE: 4t 1984.

REQUIRED SEPTEMBER 1984:-
HOLLICKWOOD J.M.I. SCHOOL
Sydney Road, Friern Ba N10 2NL
Roll 195
Experienced Junior Te who is prepared to ta sponsibility for Langua velopment throughout Junior department. Sc This is a challenging and applicants are welco visit the school by app ment.

MANORSIDE J.M.I. SCH
Squires Lane Church End, Finchley, N3 2AB
Roll 256
Teacher experienced Junior age range wit ability to become respo for Music. Scale 2 is av for a suitable cand though newly qu teachers may apply.

MOSS HALL INFANTS' SCHOOL
Moss Hall Grove, Finchley N12 8PE
Roll 263
Experienced Infant Teacher able to help the musical activities of school. (Ability to pla piano not essential). Sc post.

WHITINGS HILL J.M.I. SCHOOL
Whitings Road, Barnet, 2QY
Roll 261
Experienced Infant Te required from Septem earlier if possible. Inte Mathematics would b advantage but other ar including music will be c dered. Scale 2 post avai for suitable applicant.

CLOSING DATE FOR ABOVE FOUR POSTS: 1 April 1984.

In approved cases as ance may be given tow the payment of remova penses and separation wances.

Application forms are obtainable from the Dir of Educational Services, Hall, Friern Barnet, N11 to be returned to the Teacher, by the resp dates. (52813) 11

BROOKSIDE INFANTS SCHOOL
(Roll 154)

Dagnam Park Drive, Harold Hill, Romford, RM3 9DJ.
Telephone: 43066.
Headteacher: Mrs M. A. Croucher.

DEPUTY HEADTEACHER
Group 4

Required for September 1984.

Application forms are available (s.a.e. please) from the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford, RM1 3DR. Closing date: Wednesday 11th April, 1984.

Havering

SURREY COUNTY COUNCIL

★ FRINGE AREA LONDON ALLOWANCE £258 p.a. THROUGHOUT THE COUNTY
★ Temporary housing may be available.
★ Generous relocation expenses may be available.

DEPUTY HEADSHIP

ST. CLEMENTS R.C. FIRST SCHOOL, Ewell

DEPUTY HEADTEACHER required from the commencement of the Autumn Term 1984 for this Group 3 Voluntary Aided Roman Catholic First School for pupils aged 5–8 years.

Estimated NOR (September 1984) 123.

Salary scale £6477–£9279 p.a.

Applicants must be practising Roman Catholics.

Application forms and further details available from Area Education Officer, 7 Monument Hill, Weybridge, Surrey, KT13 8RZ.

Completed applications should be returned not later than 13 April 1984.

PRIMARY EDUCATION
continued

BUCKINGHAMSHIRE
MILTON KEYNES AREA
FALCONHURST COUNTY COMBINED SCHOOL
Milton Keynes
See under 'Primary - Scale 1'. (52825) 110020

CAMBRIDGESHIRE
MIDDLETON COUNTY INFANT SCHOOL
South Bretton, Peterborough PE3 6XJ
Tel: Peterborough 362696
Head Teacher: Mrs. L.A.V. Smith
GROUP 4
REQUIRED FOR SEPTEMBER, 1984:-

A teacher (male/female) with the experience and expertise to make a positive contribution to this open-plan school in the area of Mathematics and Science - Scale 2 post.

Personality, enthusiasm and a sense of humour are essential qualities.

Possible housing assistance.

Further details and an application form available from the Head Teacher at the above address (s.a.e. first class). Closing date 30th April, 1984. (59591) 110020

CAMBRIDGESHIRE
GUNTHORPE COUNTY PRIMARY SCHOOL
The Pentlands, Hallfields Lane, Peterborough PE4 6YP
Tel: Peterborough 71193
Head Teacher: Mrs. J.M. Tanner
GROUP 4
REQUIRED FOR SEPTEMBER, 1984:-

An enthusiastic and dedicated Scale 2 teacher to take responsibility for Maths and Science for the whole Primary age range.

Possibly housing assistance.

Further details and an application form available from the Head Teacher at the above address (s.a.e. first class). Closing date 13th April, 1984. (59590) 110020

CAMBRIDGESHIRE
HONEYHILL COMMUNITY PRIMARY SCHOOL
Chadburn, Paston, Peterborough
Tel: Peterborough 74241
Head Teacher: Mr. K.W. Foster
GROUP 5
REQUIRED FOR SEPTEMBER, 1984:-
Community Co-ordinator (Scale 3).

An experienced, energetic & innovative Primary Teacher is sought for this substantial post within a purpose-built Community School serving a 'New City' housing development.

This post offers considerable challenge and substantial responsibility for developing a variety of education and considerable programmes and initiatives. (Vacancy due to promotion).

Possible housing assistance.

Further details and an application form available from the Head Teacher at the above address (s.a.e. first class). Closing date 13th April, 1984. (59585) 110020

DEVON
Please see displayed advertisement on Page 55. (59996) 110020

DORSET
ILLINGSTONE C.E. IDED) PRIMARY SCHOOL
illingstone, Blandford
perienced Infant Teacher ale 2) required for 5 - 7 olds. Ability to offer . and/or Music an advane. Committed Christian eferred.

Application forms, returnable to the Headmistress by h April, from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ. olscap s.a.e.). (52287) 110020

HILLINGDON
LONDON BOROUGH OF HILLINGDON

CHERRY LANE JUNIOR SCHOOL

Required if possible for 1st May 1984 (if not, for 1st September), an enthusiastic, committed class teacher to develop Science throughout the school. A Scale 2 post is available for a suitably experienced applicant.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 13th April 1984.

Outer London Allowance payable. (64481) 110020

NORTHAMPTONSHIRE
THE GRANGE INFANT SCHOOL (NURSERY UNIT)
Staverton Road, Daventry, Northants NN11 4HW

SCALE 2 POST

Required for September 1984, or earlier if possible, a qualified and experienced nursery teacher to be responsible for this new 39 place Unit, which will open in September 1984.

Applicants should have a sound knowledge of early childhood education and be able to organise and develop the unit as an integral part of the school. The person appointed will lead the nursery team, be keen to involve parents in the education of young children and able to work with representatives of various support services.

Closing date April 13th.

Further details from Head Teacher, Miss G.M. Houghton (Tel: Daventry 703391).

Forms (s.a.e.) from the County Education Officer (Ref. NH), Northampton House, Northampton NN1 2HX. (59966) 110020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
ST. BOTOLPH'S CE (AIDED) PRIMARY SCHOOL
Dover Road, Northfleet DA11 9PL
Tel: Gravesend 65737
Required for September 1984 a competent and versatile class teacher for Juniors able to make a contribution to most areas of the primary curriculum. Scale 2 post available to teacher who can guide and advise on teaching of Music as well as making a personal contribution of Music teaching both in and out of school time.

Candidates should be communicant members of Anglican Churches or other denominations. Previous applicants automatically re-considered.

Further information from the Headmaster at the School.

Closing date 4th May 1984.

DOVER DIVISION
ST MARY'S RC PRIMARY SCHOOL
St Richard's Road, Deal
Required for September INFANT RECEPTION TEACHER. Scale 2 could be available for the candidate who can offer Infant Music and also help in co-ordinating Religious Instruction throughout the school.

Applicants must be practising Roman Catholics with Infant experience, and also have a Catholic Teachers' Certificate.

Application forms and further details from the Headteacher at the school, to be returned to the Revd. Chairman of Governors, c/o the School, by 9th April 1984.

ASHFORD DIVISION
ST. MARY'S C. OF E. (AIDED) PRIMARY SCHOOL
Western Avenue, Ashford, Kent
Required for September 1984 experienced Junior Teacher Scale 3 to take responsibility for Mathematics - must be communicant member of Church of England.

Applications to the Headmaster. (52525) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
LATHOM JUNIOR SCHOOL
Clements Road, London E6
Head Teacher: F. Howe
Number on roll: 264
MATHEMATICS Scale 3
Required September 1984 or as soon as possible.

London Allowance: £987.

Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 10th April 1984.

Education Offices, 379/383 High Street, Stratford E15 4RD.

An Equal Opportunity Employer. (52810) 110020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

SACRED HEART R.C. PRIMARY SCHOOL
St. Mark's Road, Teddington, Middlesex TW11 9DD

INFANT TEACHER SCALE 2 PLUS OUTER LONDON ALLOWANCE OF £645 p.a.

Required for September 1984 an experienced infant teacher. The successful candidate, as well as having responsibility for an infant class, will be expected to co-ordinate the work in the infant department, and the Art, Craft and Display throughout the school.

An added advantage would be an interest in Children with Special Needs and/or Music.

A practising Catholic essential.

Forms and further details (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB returnable to the Headmistress at the school by 13th April 1984. (64476) 110020

STAFFORDSHIRE
EDUCATION COMMITTEE
STAFFORDSHIRE EDUCATIONAL COMPUTING CENTRE
7th Floor, Unity House, Broad Street, Hanley, Stoke on Trent
ADVISORY TEACHERS (3 posts)
Experienced and successful teachers are invited to apply for these newly created posts designed to strengthen an existing team. Applicants must have a good knowledge of educational computing, microelectronics, and/or information technology. Burnham Scale 3 or 4 payable.

Application forms and further particulars obtainable from and returnable to the Chief Education Officer (Staffing), County Education Offices, Tipping Street, Stafford ST16 2DH (s.a.e.). Closing date 13th April. 1984.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (52804) 110020

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
SUNTRAP FIELD STUDY CENTRE
Church Road, High Beech, Loughton, Essex
Teacher-Charge: Mr. K. Hoy
REQUIRED FOR SEPTEMBER FIELD STUDIES TEACHER SCALE 2 (plus Outer London Allowance)
Experienced teacher for a field teaching post. The Centre received all 3rd and 4th year children from Waltham Forest Primary Schools on a regular one day a month basis. The field work is integrated with school work and team teaching is normal practice. An ability to use the natural environment enthusiastically as a teaching resource is required.

Contact Teacher-in-Charge for Application Form and further details (send s.a.e.). Closing date: 13th April. 1984. Ref. No. 873/633. (52046) 110020

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
CARLTON VALE INFANTS SCHOOL
Malvern Road, Kilburn, NW6 5BU
(Roll 142 plus 18 Nursery)
Required for the Summer Term -

Enthusiastic INFANT TEACHER (Scale 1) for Middle Infants to cover Maternity Leave. For two terms.

London Allowance of £987 per annum is payable. Brent is an Equal Opportunities employer. Brent is fundamentally committed to Multi-Cultural Education.

Application forms (sae) obtainable from the Headteacher returnable within 10 days. (52344) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
HOME/SCHOOL LINK VISITOR
Applications are invited from experienced teachers for the post of teacher/visitor for the Milton Keynes Home/School Link Scheme (Urban Aid funded) duties to commence from 30 April or as soon as possible thereafter. The scheme involves home visiting of rising 5s, the organisation of book and toy libraries and setting up of play sessions within school for children and parents. Contracts are for 3 or 4 terms. Scale 1.

Applications by letter giving full curriculum vitae and the names and addresses of two referees, one of which must be the most recent employer, to Mrs R.B. Symons, Lakes County First School, Bala Way, Off Drayton Road, Bletchley, Milton Keynes. The closing date for applications is 16 April 1984. (52823) 110022

BUCKINGHAMSHIRE
BUSHFIELD COUNTY MIDDLE SCHOOL
Moon Street, Wolverton, Milton Keynes MK12 5JG
Required for the summer term only, a temporary teacher to take a class of 9 to 10 year olds. Scale 1.

Please apply by letter to the Headteacher, Mr P.R. Sudworth giving full curriculum vitae and the names and addresses of two referees. (52822) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
FALCONHURST COUNTY COMBINED SCHOOL
High Trees, Chalfron Way, Eaglestone, Milton Keynes MK6
Required for September 1984, an enthusiastic teacher for this 480 place combined school. Candidates are asked to outline their interests, enthusiasms and attitudes towards children's learning in their letter of application. A Scale 2 post is available for a suitably qualified and experienced candidate.

Please apply by letter to the Headteacher, Mr A.E. Liddle, giving full curriculum vitae and the names and addresses of two referees, a daytime telephone number and enclosing a stamped addressed envelope. (52118) 110022

CAMBRIDGESHIRE
WINYATES COUNTY PRIMARY SCHOOL
Orton Goldhay, Peterborough PE2 0RF
Tel: Peterborough 234185
Head Teacher: Mr. P.J. Brittain, B.A.
GROUP 5
REQUIRED FOR SEPTEMBER, 1984:-

Two enthusiastic, committed teachers whose personal qualities will be viewed as equally important as curriculum specialisms. However, an interest in one of the following areas would be desirable:-
(i) Promoting science within the school's integrated Studies curriculum.
(ii) Developing display and art and craft.
(iii) Developing movement education and drama (including objective and expressive movement, games, dance, drama and mime).

Vacancies due to promotion of present post holders.

The school is open plan, serves children of the 4 - 11 year age range in a new town development area, and positively encourages community involvement in its life.

Possible housing assistance.

Visits are welcome.

Form of application and further details available from the Head Teacher, at the above address (s.a.e. first class). Closing date for applications 13th April, 1984. (59583) 110022

HILLINGDON
LONDON BOROUGH OF HILLINGDON

SACRED HEART RC PRIMARY SCHOOL
Herlwyn Avenue, Ruislip, Middx.

Two enthusiastic, committed teachers required for September 1984 (Scale 1), in the Nursery and Infant Departments.

Both teachers will be expected to have training or experience in Early Childhood Education and should be practising Catholics.

Forms obtainable from Director of Education, London Borough of Hillingdon, 2E10, Civic Centre, Uxbridge, Middlesex, and returnable to the Head Teacher at the School. Closing Date: 13th April 1984.

Outer London Allowance Payable. (64482) 110022

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BATLEY PARISH CE (A) J & I & N SCHOOL
Stocks Lane, Batley, West Yorkshire WF17 8PA
(Ref. 463)
Required for Easter 1984 an experienced SCALE 1 teacher to take a class of infants or lower juniors, an interest in language development would be an advantage. This is a temporary appointment for one term only.

HOLMFIRTH J & I SCHOOL
Cartworth Road, Holmfirth, Huddersfield
(Ref. 464)
Required from 14th May 1984 a temporary teacher SCALE 1 for a class of second and third year infants. The ability to assist with MUSIC an advantage but not essential. The post is temporary due to the absence of the permanent post-holder on maternity leave.

Application forms (S.A.F.E. please) available from the Director of Educational Services (Ref: PT) Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms must be returned within 14 days of the appearance of this advertisement. (52244) 110022

MANCHESTER
CITY OF MANCHESTER
EDUCATION COMMITTEE
PRIMARY AND NURSERY TRAINED TEACHERS
Scale 1
There is likely to be a limited number of vacancies for PRIMARY and NURSERY trained teachers in primary schools at 1 September 1984.

Applicants should be either experienced or newly qualified teachers.

Some vacancies may be in voluntary aided schools, in which case applications will be referred to the Governors for their consideration. For this reason candidates are asked to indicate any preference for a denominational school. All other appointments will be made to the Authority.

Application forms from the Chief Education Officer (S2/JO'B), Education Offices, Crown Square, Manchester M60 3BB. Tel: 061-228 2191, Ext. 7253. Closing date 16 April, 1984.

AN EQUAL OPPORTUNITY EMPLOYER. (59449) 110022

OXFORDSHIRE
COUNTY COUNCIL
HEADINGTON MIDDLE SCHOOL
Margaret Road, Headington, Oxford OX3 8NH
Required for September 1984 to August 1985 a temporary teacher of general subjects to cover secondment.

Apply by letter to the headteacher giving personal and professional details, names and addresses, of two referees.

Further details and Appointment to view school Tel: Oxford 62504. S.A.E. please. (59942) 110022

SOMERSET
GLASTONBURY ST. JOHNS C. OF E. INFANTS

(214)

Required for September, 1984 enthusiastic infant Teacher. Experienced pianist essential.

Closing date 9th April 1984. (64488) 110022

SURREY
GUILDFORD HIGH SCHOOL
(Church Schools Company Ltd.)
London Road, Guildford, Surrey GU1 1SJ
Required for September well qualified teacher of General Subjects for 10 - 11 year olds.

Please see Independent Schools section for details. (64376) 110022

TANZANIA AND NIGERIA
Primary teachers required to work in teacher-training in Tanzania and Nigeria.

See VSO advertisement in Overseas Section. (52353) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FOR APRIL
TEMPORARY TEACHERS
Qualified and experienced teachers including those with nursery training to teach in Primary Schools. Appointments will be made on 1 term temporary contracts initially.

SCALE 1 plus London Allowance.

Application form available from the Chief Education Officer, Municipal Offices, High Road, London E10 5QJ. (Send s.a.e.).

Ref. P/626. (52047) 110022

WARWICKSHIRE
ST. ANDREW'S BENN C.E. (AIDED) FIRST SCHOOL
Claremont Road, Rugby CV21 3LU
Required for September 1984, nursery teacher for class of 40 children (20 each session).

Application form and further details available from the Head at the school (SAE please). (52305) 110022

WEST SUSSEX
BURLEIGH INFANTS SCHOOL
Hophurst Drive, Crawley Down, Sussex
Experienced Teacher for Summer Term. Reception/First Year class. Teacher on Maternity Leave.

Application to Headteacher. (59085) 110022

WILTSHIRE
Please see display advertisement on Page 40. (65995) 110022

Remedial Posts

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
TOLLGATE COUNTY PRIMARY SCHOOL
Tollgate Lane, Bury St. Edmunds
(Age range 5 - 9: 225 on roll)
TEACHER FOR CHILDREN WITH SPECIAL NEEDS
(Scale 1 plus special class allowance)
Required from September 1984.

Applications are invited from suitably qualified and experienced infant teachers for a newly designated class for children with special needs aged 5 - 7 years.

Application forms and further details from the Headmaster, at the school. (SAE please) to whom they should be returned. (52088) 111022

Middle School Education

Headships

BRADFORD
CITY OF BRADFORD
METROPOLITAN COUNCIL
ST BLAISE R C MIDDLE SCHOOL
Newhall Road, Bradford 4
Required for September 1984, a suitably qualified and experienced teacher for the Headship of this Group 7 (plus Social Priority Allowance) Middle School which caters for pupils in the 10 - 13 age range. There are at present 580 pupils on roll.

The successful candidate will be expected to sign the Catholic Education Council's contract of employment.

RE-ADVERTISEMENT - previous candidates will be considered and need not re-apply.

Application forms and further details may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP. Completed forms should be returned to the Chairman of Governors, Rev Canon J. Lyons, St Winefride's Presbytery, 54 St Paul's Avenue, Bradford 6 by Friday, 13 April 1984.

Reference ET 20584/TES.

Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability - unless otherwise stated. (64492) 120010

DORSET
ST. MICHAEL'S C.E. (AIDED) MIDDLE SCHOOL
Colehill Lane, Colehill, Wimborne
(Age range 9 - 13, 542 on roll)
Required September 1984 or January 1985, HEAD TEACHER (Group 7). Communicant member of the Church of England. The successful applicant would be expected to make full use of the opportunities that aided status affords.

This is a readvertisement and previous applicants should confirm that they wish their application to be considered.

Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e. (Closing date 18th April 1984). (52286) 120010

HERTFORDSHIRE
LYNDHURST MIDDLE SCHOOL
Gateshead Road, Boreham Wood
Applications are invited from experienced and qualified teachers for the HEADSHIP of this popular Group 6 Middle School from September 1984.

Application form and further particulars (s.a.e. please) from Divisional Education Office, Elstree Way, Boreham Wood, Herts. WD6 1LA. (52275) 120010

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL

SOUTH KIRKBY MOORTHORPE MIDDLE SCHOOL

(9 - 13)

(250 on roll)

Required for September 1984 HEADTEACHER, Group 5. Further details on request. Re-advertisement - previous applicants will automatically be considered.

Application forms available (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned by 13.4.1984. (59452) 120010

Deputy Headships Second Masters/ Mistresses

HAMPSHIRE
OAKWOOD MIDDLE SCHOOL
Sandpiper Road, Lords Hill, Southampton SO1 8FD
Required September Deputy Head - Group 5.

S.A.E. to Head for further details. Closing date for completed applications 13th April. (59080) 120012

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
GRANGE MIDDLE SCHOOL
Cambridge Road, Grimsby

Required for September, 1984: DEPUTY HEAD for this Group 5 school.

Applicants should offer a major contribution both to the curriculum and life of the school.

Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby, should be returned to the Head Teacher at the school within 10 days of this advertisement. (64462) 120012

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
FRANCIS ASKEW JUNIOR HIGH SCHOOL
North Road, Hull

Head: J. H. Golder

Required from September, 1984 a DEPUTY HEAD TEACHER for this Group 6 S.P.A. school with 400 pupils aged 9 - 13 years.

Application forms available from the Head should be returned by 11th April, 1984. (59577) 120012

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
DANEPARK JUNIOR HIGH SCHOOL
Danepark Road, Orchard Park Estate, Hull

Head: Miss M. J. Whincup

Required from September, 1984, a DEPUTY HEAD TEACHER for this Group 4 middle school with 196 pupils aged 9 - 13 years.

Application forms, available from the Head, should be returned by 11th April. (59576) 120012

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
WANSBECK JUNIOR HIGH SCHOOL
Wansbeck Road, Longhill Estate, Hull
Head: C. Tasker
Required from September, 1984, a DEPUTY HEAD TEACHER for this Group 4 middle school with 150 pupils aged 9 - 13 years.

Application forms, available from the Head, should be returned by 11th April. (52220) 120012

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
SHAW PARK JUNIOR HIGH SCHOOL
Dringshaw, Orchard Park Estate, Kingston upon Hull
Head Designate: C.I. Turnbull
Required from September, 1984, a DEPUTY HEAD TEACHER for this Group 4 middle school with 180 pupils aged 9 - 13 years.

Application forms, available from the Head, should be returned by 11th April. (52221) 120012

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
MERSEY JUNIOR HIGH SCHOOL
Mersey Street, Hull
Head: A. Kirk
Required from September, 1984, a DEPUTY HEAD TEACHER for this Group 6 middle school with 430 pupils aged 9 - 13 years.

Application forms, available from the Head, should be returned by 11th April. (52223) 120012

Remedial Posts

Heads of Department

SUFFOLK
COUNTY COUNCIL
HOWARD MIDDLE SCHOOL
Beard Road, Bury St. Edmunds.
(mixed comprehensive 9 - 13: 400 on roll)
Required from September 1984, CO-ORDINATOR OF DESIGNATED CLASSES FOR CHILDREN WITH SPECIAL NEEDS (Scale 2 plus Special Class Allowance/Scale 3).

Applications are invited from suitably qualified and experienced teachers to take charge of two newly designated classes for children with special needs. A Scale 3 post would be available to a teacher able to assume overall responsibility for Special Needs throughout the school.

Application forms and further details from the Headmaster, at the school, (SAE please) to whom they should be returned. (52084) 120078

MIDDLE SCHOOL REMEDIAL

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
HOWARD MIDDLE SCHOOL
Beard Road, Bury St. Edmunds
(Mixed comprehensive 9 - 13: 400 on roll)
Required from September 1984. Teaching for children with special needs (scale 1 plus special class allowance).
Applications are invited from suitably qualified and experienced teachers for one of two newly designated classes for children aged 9 - 11 and 11 - 13 years.
Application forms and further details from the Headmaster, at the school. (SAE please) to whom they should be returned. (52090) 121622

By Subject Classification

Mathematics

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
LINSLADE MIDDLE SCHOOL
Mentmore Road, Linslade, Leighton Buzzard, Beds.
Headmaster: J. Vibert
Required for April 1984, temporary for one term, a teacher of Mathematics with the ability and qualifications to teach P.E. throughout middle school. Scale 1.
Application forms and further particulars obtainable from and returnable to the Headmaster at the school, please. (52862) 123422

CYNGOR SIR
DYFED
COUNTY COUNCIL

ERBYN 1af MEDI, 1984

1. PRIFATHRAWON/PRIFATHRAWESAU
(ar gyfer yr ysgolion canlynol:

a) YSGOL GYNRADD GWENLLI, LLANDYSUL (Gr/rp 1)
b) YSGOL GYNRADD CAERWEDROS, LLANDYSUL (Gr/rp 1)
c) YSGOL GYNRADD LLANARTH (Gr/rp 1)
ch) YSGOL GYNRADD GLYNARTHEN, LLANDYSUL (Gr/rp 1)
d) YSGOL Y DDERWEN, CAERFYRDDIN (YSGOL GYMRAEG (Gr/rp 4).
dd) YSGOL GYNRADD PENYGROES, LLANELLI (Gr/rp 4)
e) YSGOL GYNRADD LLANISAWRN, LLANWRDA (Gr/rp 1)
f) YSGOL GYNRADD CAIO, LLANWRDA (Gr/rp 1)
ff) YSGOL GYNRADD WIRFODDOL LLANDDAROG (Gr/rp 3)
g) YSGOL GYNRADD DEWI SANT, TY DDEWI (Gr/rp 2)
h) YSGOL GYNRADD MYNYDDYGARREG, CYDWELI (Gr/rp 2)

Rhaid i'r ymgeiswyr fod wedi dysgu am o leiaf bum mlynedd mewn ysgolion cynradd. Rhaid wrth wybodaeth o'r Gymraeg.

Anfonwr am ffurflen gais a manylion pellach (rhaid cynnwys amlen ao arni stamp) i'r cyfeiriad isod. Ceisiadau i'w dychwelyd erbyn 12fed Ebrill, 1984.

REQUIRED FOR 1st SEPTEMBER, 1984

2. HEADTEACHERS
for the following schools:
a) MYRDDIN C.P. SCHOOL, CARMARTHEN (Group 4)
b) TENBY V.C. INFANTS SCHOOL (Group 3)
c) TENBY C.P. JUNIOR SCHOOL (Group 4)
d) PRENDERGAST C.P. INFANTS, HAVERFORDWEST (Group 4)
Applicants must have at least five years appropriate teaching experience. A knowledge of Welsh is desirable for post 2(a).
Application forms and further details available on receipt of a stamped addressed envelope from the undersigned. Completed applications to be returned by 16th April, 1984.
W. J. Phillips, Calanwydwr Addyog, Adran Addyog, Plbwhwyd, Caerfyddin, SA31 2NH.
W. J. Phillips, Director of Education, Education Department, Plbwhwyd, Carmarthen, SA31 2NH.
(9677)

HUMBERSIDE EDUCATION COMMITTEE

HEAD

Required for September 1984.
for St. Mary's RC (Voluntary Aided) Senior High School for Girls, Inglemire Lane, Hull.
545 Pupils on roll, Burnham Group 10, Age range 13–18.
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher which will become vacant with effect from 31st August 1984, following the retirement of the present Head. The successful candidate will be expected to commence duty in September 1984.
The Governors would welcome applications from Practising Catholics.
Application forms and further particulars are obtainable from the Clerk to the Governors, c/o Director of Education (HQ Staffing), County Hall, Beverley, North Humberside. (0482-867131, Ext. 3318) to whom completed forms should be returned not later than *Friday, 30th March 1984.*
All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, sex or marital status. Disabled candidates whose applications have the written support of their DRO will be guaranteed an interview.
(9608)

Modern Languages

Scale 1 Posts

EALING
LONDON BOROUGH
EDUCATION SERVICE
BRENTSMIR MIDDLE SCHOOL
Kennett Road, Hanwell, W7 1JL
Temporary contract, Summer Term 1984
Teacher required for French and general subjects.
Scale 1 plus £587 per annum London Weighting.
Application forms (SAE) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU, to be returned by 13th April 1984. (52346) 123622

Music

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
ASPLEY WOA MIDDLE SCHOOL
High Street North, Dunstable, Beds.
Headmaster: D. Beagan
Required for April 1984 temporary for one term, a full-time Scale 1 teacher able to assist with the teaching of Music throughout the school.
Application forms and further particulars obtainable from and returnable to the Headmaster at the school, see please. (52260) 123622

Physical Education

Scale 2 Posts and above

SUFFOLK
COUNTY COUNCIL
SCALTRACK MIDDLE SCHOOL
Elizabeth Avenue, Newmarket
(Mixed comprehensive 9 - 13: 400 on roll)
Required for the school Year 1984/85, during the absence of a teacher on Secondment, temporary CO-ORDINATOR of PHYSICAL EDUCATION (Scale 2) to teach the subject mainly to boys throughout the school.
Application forms and further details available from the Head teacher at the school (SAE please) to whom they should be returned. (52081) 124620

Pastoral

Scale 2 Posts and above

HUMBERSIDE
EDUCATION COMMITTEE
SOUTHFIELDS AND BOOTHFERRY MIDDLE SCHOOL
Western Road, Goole
Head Teacher: D.N.R. Miles
No. on Roll: 425
Owing to promotion, a vacancy occurs at the above school for a YEAR CO-ORDINATOR (Scale 3). The successful candidate will be responsible for the pastoral care and welfare of four classes. Applicants will be expected to contribute to one area of the curriculum. Experience in Boys' Games may be an advantage but is not essential.
Application forms obtainable from the Headteacher at the School to whom completed forms should be returned no later than 6th April, 1984 (f.s.a.e. please). (52203) 124020

Science

Scale 2 Posts and above

BEDFORDSHIRE
SOUTHERN AREA
FULBROOK MIDDLE SCHOOL
Featherbrook Lane, Woburn Sands, Milton Keynes MK17 8PP
Tel: 0908 582022
Headmaster: A. Gilmore, B.A.
(Mixed comprehensive 9 - 13 (M) NOR 300
Required for September 1984, or earlier if possible, a Scale 2 teacher with responsibility for Science throughout the school. It is expected that the successful candidate will be familiar with and sympathetic to the approaches used in learning through science and Nuffield Combined Science.
Application forms and further particulars obtainable from and returnable to the Headmaster at the school, see please. (52269) 124620

Scale 1 Posts

HEREFORD AND WORCESTER COUNTY COUNCIL
ST. PETER'S C.E. MIDDLE SCHOOL
Lowlands Lane, Winyates, Redditch
REQUIRED FOR SEPTEMBER, 1984 A qualified and enthusiastic teacher for Games and P.E. throughout the 9 - 13 age range at the above school (Scale 1) also to teach general subjects within a year group at this school.
Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (52401) 124222

HEREFORD AND WORCESTER COUNTY COUNCIL
CHURCH HILL MIDDLE LANE
Woodgate Lane, Church Hill, Redditch
REQUIRED FOR SEPTEMBER, 1984 A qualified and enthusiastic teacher for Boys' P.E./Games throughout the 9 - 13 age range at the above school. (Scale 1).
Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (52402) 124222

Scale 2 Posts and above

SUFFOLK
COUNTY COUNCIL
SCALTRACK MIDDLE SCHOOL
Elizabeth Avenue, Newmarket
(Mixed comprehensive 9 - 13: 400 on roll)
Required for the school Year 1984/85, during the absence of a teacher on Secondment, temporary CO-ORDINATOR of PHYSICAL EDUCATION (Scale 2) to teach the subject mainly to boys throughout the school.
Application forms and further details available from the Headteacher at the school (SAE please) to whom they should be returned. (52081) 124620

Education
Re-advertisement

Head Teacher

Matthew Holland Comprehensive School, Chapel Road, Selston, Notts
Qualified teachers are invited to apply for appointment as Head Teacher of the above school. The vacancy is created by the appointment of the Head Teacher to an Inspector's post within the Authority.
Number on roll: 1088 (including 40 in VI form)
Salary Group: 11
Vacant: Summer Term, 1984 to be filled as soon as possible thereafter.
Previous applications will automatically be re-considered.
Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education at County Hall.
Closing Date: 13th April, 1984.
(9707)

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

HEAD

Required September 1984
CECIL JONES HIGH SCHOOL (Group 12) Eastern Avenue, Southend-on-Sea.
Applications are invited from suitably qualified Teachers with appropriate senior experience for the Headship of this 11-18 Co-educational Comprehensive School. (Removal and disturbance allowance scheme in operation).
Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD.
Closing date: 13th April, 1984.
(9706)

ESSEX County Council

SECONDARY DEPUTY HEADS *continued*

DUDLEY METROPOLITAN BOROUGH
THE HIGH PARK SCHOOL
Stourbridge Road, Weeg, Stourbridge DY8 3NQ
13 - 18 co-ed. comp. Group 10
Required for September, well qualified and experienced DEPUTY HEAD (Group 10). This is a key post and the successful candidate must have a knowledge of and interest in curriculum development and initiation.
Application form and further details available on receipt of a foolscap S.A.E. Closing date 9th April.

ELLOWES HALL SCHOOL
Stickley Lane, Sower Gornal, Dudley DY8 2TH
13 - 18 co-ed. comp. Group 11
Required for September, DEPUTY HEAD, to undertake a full managerial role.
Application form and further details available from the Head, Mr. N.R. Smith. Tel: Sedgley 4581. Closing date 9th April.

THE BLUE COAT SCHOOL
Beechwood, Dudley DY2 7QA
13 - 16 co-ed. comp. Group 7
Required September, SECOND DEPUTY HEAD for an established Church school. The Governors are seeking a well qualified experienced teacher for this important senior post to share the administration and pastoral organisation of the school. The successful applicant will be responsible for the planning and evaluation of the curriculum with specific responsibility for timetabling.
Application forms/details (Foolscap SAE) from and returnable to the Headteacher. Closing date 9th April. (9945X) 130012

ESSEX
SWAN FREE GRAMMAR SCHOOL
Bishops Stortford, Hertfordshire CM23 2HS
(Tel: 1795 Sixth 150)
(No. on Roll: 1 - 8)
DEPUTY HEAD, Group 10
Required September due to retirement, a well qualified, experienced graduate to undertake wide-ranging responsibilities within management team. Considerable organisational ability, initiative, and initiative required.
Closing date: 13th April 1984.
Application forms and further details available from the Area Education Officer, Crowman House, Station Approach, Braintree CM7 3QA (foolscap s.a.e. please).

URSULINE CONVENT HIGH SCHOOL
Queen Road, Brentwood
(Roll 198 Voluntary Aided Comprehensive School for Girls)
Tel: Brentwood 897156
DEPUTY HEADTEACHER, Group 10
Applications are invited from practising Roman Catholics for the position of 1st Deputy Head for September 1984.
Closing date: 18th April, 1984.
Application forms and further details from Mid-Essex Area Education Office, P.O. Box 394, A Block, County Hall, Chelmsford, CM1 1JW. Returnable to the Chairman of Governors, the school. (9653) 130012

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST RIDING DIVISION
COTTINGHAM HIGH SCHOOL
Harland Way, Cottingham HU16 5PX
(Rural comprehensive, 11 - 18 years, N.O.R. 1367)
DEPUTY HEADTEACHER - GROUP 13
Required for September, 1984.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 9th April 1984. (9932X) 130012

LONDON
ARCHBISHOP TENISON'S SCHOOL
Kennington Oval, SE11 5SW
Voluntary Aided C.E. 900 boys
Required for September, SECOND DEPUTY (RE) (Pastoral) (Group 9). Although the principal responsibility will be in the pastoral area, the person appointed will be expected to take a full part in the development of the School.
Further information and application forms (stamped addressed envelope) from the Headmaster to whom they should be returned within 14 days of publication of this advertisement. (9431P) 130012

HEREFORD AND WORCESTER COUNTY COUNCIL
THE LEYS HIGH SCHOOL
Woodrow Drive, Redditch B98 7UH
Required for September, 1984 Second Master/Mistress for this Group XI School. Applicants should have the qualifications and experience necessary to undertake a senior role within the school with specific responsibility for (i) girls' welfare and discipline and (ii) sixth form.
Application forms and further details are available from the Headmaster, The Leys High School, Woodrow Drive, Redditch. Completed application forms should be returned AS SOON AS POSSIBLE.
Further details and application forms may be obtained from the Headteacher on receipt of a foolscap S.A.E. (52404) 130012

HEREFORD AND WORCESTER COUNTY COUNCIL
PRINCE HENRY'S HIGH SCHOOL
Victoria Avenue, Evesham, Worcestershire WR11 6DQ
Required in September, 1984 following the retirement of the present Deputy Head, a Deputy Head, Maley Female for this Group 10 co-educational High School of about 1020 pupils. Allocation of responsibilities among the Management Team is negotiable. Ideal teaching subjects would be English, Mathematics, French or possibly Science.
Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (52405) 130012

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
COTTINGHAM HIGH SCHOOL
Harland Way, Cottingham HU16 5PX
(Rural comprehensive, 11 - 18 years, N.O.R. 1367)
DEPUTY HEAD - GROUP 13
Required for September, 1984, to be in charge of the Upper Section of the Sixth Form. Applicants should apply to the Headteacher in the first instance for application forms and full specifications of the post. (S.A.E. please).
CLOSING DATE: 9th April, 1984. (9920T) 130012

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
COTTINGHAM HIGH SCHOOL
Harland Way, Cottingham HU16 5PX
(Rural comprehensive, 11 - 18 years, N.O.R. 1367)
DEPUTY HEADTEACHER - GROUP 13
Required for September, 1984.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 9th April 1984. (9932X) 130012

LONDON
ARCHBISHOP TENISON'S SCHOOL
Kennington Oval, SE11 5SW
Voluntary Aided C.E. 900 boys
Required for September, SECOND DEPUTY (RE) (Pastoral) (Group 9). Although the principal responsibility will be in the pastoral area, the person appointed will be expected to take a full part in the development of the School.
Further information and application forms (stamped addressed envelope) from the Headmaster to whom they should be returned within 14 days of publication of this advertisement. (9431P) 130012

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST RIDING DIVISION
COTTINGHAM HIGH SCHOOL
Harland Way, Cottingham HU16 5PX
(Rural comprehensive, 11 - 18 years, N.O.R. 1367)
DEPUTY HEAD - GROUP 13
Required for September, 1984, to be in charge of the Upper Section of the Sixth Form. Applicants should apply to the Headteacher in the first instance for application forms and full specifications of the post. (S.A.E. please).
CLOSING DATE: 9th April, 1984. (9920T) 130012

WILTSHIRE
COUNTY COUNCIL
ST. JOSEPH'S R.C. V. AIDED SECONDARY SCHOOL
Lavington Road, Lavington, Salisbury
Roll 840, 11 - 16 Mixed
Required for September 1984, a teacher, Scale 2, with particular responsibility for children with Special Needs.
The person appointed to this new post in the school will be expected to develop a whole school policy.
Further information is available on receipt of a s.a.e.
Letters of application including full curriculum vitae and details of two referees should be sent direct to the Headmaster.
Closing date: Friday 13th April 1984. (9933H) 131018

WILTSHIRE
HEAD OF DEPARTMENT FOR SPECIAL NEEDS
required for September 1984 to teach and organise this department throughout the school, and to co-ordinate the work of a small Unit for children with special needs.
Applications are invited from well qualified and experienced teachers able to co-ordinate remedial teaching in the different subject departments, to give support to pupils in need of remedial help and to work with small remedial groups as needed.
The School is 11 - 18 mixed comprehensive and has 1170 pupils on roll.
Application forms available from the Headmaster, Mr. R.F. Alderman, Herdenhullah School, Chippenham, Wiltshire SN14 6HW (s.a.e. please). Tel: Chippenham 650693. (9584X) 131018

Scale 2 Posts and above

DORSET
THE PURBECK SCHOOL
Worgret Road, Wareham BH20 4PX
(13 - 18 Comp. Co-ed 1450 pupils)
Required September 1984, Teacher (Scale 2) responsible for organising the work of a specialist group of pupils with learning difficulties.
Applicants are invited from well qualified and experienced teachers able to co-ordinate remedial teaching in the different subject departments, to give support to pupils in need of remedial help and to work with small remedial groups as needed.
The School is 11 - 18 mixed comprehensive and has 1170 pupils on roll.
Application forms available from the Headmaster, Mr. R.F. Alderman, Herdenhullah School, Chippenham, Wiltshire SN14 6HW (s.a.e. please). Tel: Chippenham 650693. (9584X) 131018

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
EARL MARSHAL SCHOOL
Earl Marshal Road, Sheffield S4 8LA
An Assistant Headteacher is required for Group 10 plus SPS School. Candidates should express their special interests.
Further particulars and application forms are available from the Headteacher at the school, to whom completed forms should be returned by FRIDAY, 6 APRIL. (9932B) 130012

SUFFOLK
COUNTY COUNCIL
KESGRAVE HIGH SCHOOL
Kesgrave, Ipswich IP5 7PR
11 - 18 mixed comprehensive roll 810
SECOND MASTER/MISTRESS, GROUP 8 Deputy Head's Scale.
Required September 1984 to join the Headmaster and Deputy Headmaster in playing a major part in the day to day running of the school, as well as in planning for its future development. One major task will be the leadership of the Lower School.
Application forms and details obtainable from the Head at the school, s.a.e. please, closing date two weeks from appearance of advertisement. (9936T) 130012

Remedial Posts

Heads of Department

ESSEX
CECIL JONES HIGH SCHOOL
Eastern Avenue, Southend-on-Sea
(Roll 1350)
Tel: 0702 58000
REMEDIAL TEACHER, Scale 3
Head of Department to organise and guide remedial work in the school, emphasising basic subjects.
Further information and forms available from Head teacher. (foolscap s.a.e. please). (52036) 131018

SURREY
EDUCATION COMMITTEE
SONDES PLACE SCHOOL
West Bank, Dorking
(11 - 18 mixed Comp. ENOR 789, inc. 111 Sixth Form)
HEAD OF DEPARTMENT Scale 3 required September 1984 to take charge of Special Education. Contact Head Tel. Dorking 887337. (9356X) 131018

WEST SUSSEX
SACKVILLE SCHOOL
Lewes Road, East Grinstead, Sussex
1230 pupils on roll, aged 11 - 18, including 200 in 6th Form
Required by September, 1984, HEAD OF REMEDIAL EDUCATION - Scale 3 — an experienced and well-qualified teacher to lead an efficient, caring department.
For full details from Headmaster (s.a.e. please). (9598B) 131018

WILTSHIRE
COUNTY COUNCIL
SEGRIM R.C. V. AIDED SECONDARY SCHOOL
Leverstock, Salisbury
Roll 840, 11 - 16 Mixed
Required for September 1984, a teacher, Scale 2, with particular responsibility for children with Special Needs.
The person appointed to this new post in the school will be expected to develop a whole school policy.
Further information is available on receipt of a s.a.e.
Letters of application including full curriculum vitae and details of two referees should be sent direct to the Headmaster.
Closing date: Friday 13th April 1984. (9933H) 131018

Scale 1 Posts

BERKSHIRE
KENNET SCHOOL
Stoney Lane, Thatcham, Berks. RG18 4LL
N.O.R. 1050
Required September 1984 or earlier, Teacher (Scale 1) of Mixed Ability and developing Basic Studies Department in this 6 F.E. 6th Form. 120 Comprehensive School.
Apply in the first place to the Headmaster, by letter (with G.A.E.) giving details of training and experience and naming two referees. Probationers considered. Closing date 16th April 1984.
Berkshire County Council is an equal opportunity employer. (9592Y) 131022

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD GRAMMAR SCHOOL
Market Place, Enfield, Middx. (Founded 1558)
There will be a vacancy in April 1984, for one term only in this Voluntary Controlled, 11 - 18 comprehensive school for boys for a temporary teacher (Scale 1) in this REMEDIAL DEPARTMENT.
London Allowance, £645.
Applications, including curriculum vitae and the names of two referees, should be made by letter to the Headmaster at the school as soon as possible. (9595C) 131022

HOUNSLOW
THE FELTHAM SCHOOL
Browells Lane, Feltham, Middx. TW13 7EF
Tel: 01-890 0151
HEADTEACHER: Paul M. Grant, B.Sc., Dip., Ed.
(11 - 18) Co-educational Comprehensive School
No. on Roll: 1340 (Sixth Form 140)
Required for April 1984, a Remedial Teacher, Scale 1, for one term. A large department of six staff is part of an enterprise provision for Special Education including slow learning and behavioural units.
The school is currently being redeveloped as a purpose built school with extensive community provision. Every member of staff is a member of a Year Team for pastoral welfare of pupils.
LONDON ALLOWANCE PAYABLE: £645
Letters of application (no forms) to the Headteacher details of qualifications, experience and the names and addresses of two referees.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (9523T) 131022

KIRKLEES
METROPOLITAN COUNCIL
DIRECTOR OF SPECIAL EDUCATIONAL SERVICES
SOWERBY CLOUGH HIGH SCHOOL
Windmill Lane, Batley, West Yorkshire WF17 0LD
(Ref. 467)
Required from September 1984 for one year only a temporary teacher of REMEDIAL STUDIES - SCALE 1 for this 11 - 18 Girls' Comprehensive School — the appointment is temporary due to the present post holder being on secondment.
Application forms and further details (S.A.F.E. please) available from the Headmistress of the school to whom completed forms should be returned as soon as possible. (9584X) 131022

SURREY
EDUCATION COMMITTEE
THE WARWICK SCHOOL
Redhill
(11 - 16 Mixed Comp. NOR. 965)
REMEDIAL Scale 1 teacher for pupils with learning difficulties required September 1984 for this new school which replaces Albury Manor and Redstone Schools when they close in July 1984. Ability with REMEDIAL MATHEMATICS especially welcomed and EPL an advantage.
Applications to the Head Designate, The Warwick School (c/o Redstone School) Nokes Drive, Redhill. Tel: Redhill 62461/61160. (9336T) 131022

WILTSHIRE
SHELDON SCHOOL
Chippenham SN14 6HJ
(Tel: 0249 651216)
Mixed 11 - 18
Comprehensive. NOR: 1330
Required for September, full time teacher Scale 1 (plus special class allowance £711 pa) to work within the Compensatory Studies faculty mainly with a class of pupils with special learning needs (formerly ESN(M)).
Application details (SAE) will be sent on receipt of SAE to the Headmistress. Closing date for application: 13 April. (9584X) 131022

By Subject Classification

Arts and Design

Heads of Department

ESSEX
ST. MARTIN'S SCHOOL
Hangman Hill Lane, Hutton, Brentwood
(Roll 1150)
Tel: 0277 227650
HEAD OF ART, Scale 3
Required September. Candidates should have a wide competence and particularly able to teach Ceramics to 'O' and 'A' levels. A willingness to extend pupils' interests beyond the confines of the classroom an advantage.
Curriculum vitae to the Headmaster with two referees (foolscap s.a.e. please). (52041) 131218

WEST SUSSEX
HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
ART - HEADS OF DEPARTMENT
Required for September Head of ART (Scale 3) in this well-established 13 - 18 comprehensive school. There are courses in two and three dimensional Art, including Fabric and Ceramic Design, at all examination levels.
Forms and details from the Headmaster on receipt of a foolscap s.a.e. Closing date: 14 days after appearance of advertisement. (9599B) 131018

Scale 2 Posts and above

DORSET
THE PURBECK SCHOOL
Worgret Road, Wareham BH20 4PX
(13 - 18 Comp. Co-ed 1450 pupils)
Required September 1984, Teacher (Scale 2) responsible for Pottery Areas within the Design Faculty. Art trained candidates preferred.
Further details and application form (SAE) from the Headmaster. (9584X) 131220
Applications in the form of a curriculum vitae supported by a letter of application quoting at least referees, should be submitted as soon as possible to the Headmistress, Cranmer Lane, Girls' Southfield Road, Tunbridge Wells, Kent TN4 8SHS (9592Z) 131222

NORTHAMPTONSHIRE
KINGSBROOK SCHOOL
Stratford Road, Deanshanger, Milton Keynes MK19 6HN
Required in September 1984 (or as soon as possible), a TEACHER OF ART (SCALE 1) to develop Kingsbrook (formerly the School to GCE O level and to contribute to the teaching of two-dimensional work in the upper school. The Art Department is well satisfied and has fully equipped ceramic studio within the Design faculty.
Applications will be welcomed from those seeking a first appointment.
Kingsbrook is a developing 11 - 18 coeducational, comprehensive school of 700 plus pupils situated in rural Northamptonshire.
Application form and further details available from the Headteacher (SAE please). (9593X) 131222

NORTHUMBERLAND
NUNNYKIRK HALL SCHOOL
(Residential)
Age Special Education
(52338) 131022

SURREY
GUILDFORD HIGH SCHOOL
London Road, Guildford, Surrey GU1 1SJ
(Church Schools Company Ltd.)
Art teacher required for September.
Please see Independent Schools Section. (640M) 131222

DORSET
BOURNEMOUTH SCHOOL
East Way, Bournemouth BH8 9PY
(Boys' Grammar School, 950 pupils 310 in Sixth Form)
Required for September, 1984 a teacher (Scale 1) of Pottery, Sculpture and other 3-D work to join a small but enthusiastic department. The successful applicant will be expected to contribute and strengthen present 3-D work, especially potters at both G.C.E. Ordinary and Advanced Levels.
He or she will wish to make a contribution outside the classroom and applicants should indicate areas where they would be prepared to help.
Application forms and further details from the Headmaster on receipt of s.a.e. Closing date for applications, FRIDAY, 13TH APRIL. (52201) 131222

DORSET
WESTFIELD SCHOOL
Teacher for slow learning children.
See special schools Scale 1.
(9596X) 131222

ESSEX
THE APPLETON SCHOOL
Croft Road, Benfleet, SS7 5RN
(Roll 1637)
Tel: South Benfleet 4215
CERAMICS TEACHER, Scale 1
Required for September 1984, specialist teacher to join a large well-equipped Art Department.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (520C) 131222

HERTFORDSHIRE
HARPENDEN BOYS' SCHOOL FOR GIRLS
Estate Road
Require a well qualified Art & Design Teacher.
Independent Sector. (52355) 131222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS GRAMMAR SCHOOL FOR GIRLS
Southfield Road, Tunbridge Wells
(920 girls, 200 in Sixth Form)
Required for September an assistant in the Art Department. Art is taught through out the school to O. or Alt. level and to contribute to the teaching of two-dimensional work in the upper school. The Art Department is well satisfied and has fully equipped ceramic studio within the Design faculty.
Applications will be welcomed from those seeking a first appointment.
Kingsbrook is a developing 11 - 18 coeducational, comprehensive school of 700 plus pupils situated in rural Northamptonshire.
Application form and further details available from the Headteacher (SAE please). (9593X) 131222

NORTHUMBERLAND
NUNNYKIRK HALL SCHOOL
(Residential)
Age Special Education
(52338) 131022

Scale 1 Posts

DEVON
please see displayed advertisement on Page 55. (9598J) 131222

County of Cleveland
An equal opportunities employer.
CLOSING DATE: 13th APRIL, 1984
Application forms and further details for the undermentioned posts obtainable from and returnable to the Head Teacher at the school unless otherwise stated.
Financial assistance with household removal expenses is available in approved cases.

PRIMARY SCHOOL
LISTER STREET PRIMARY SCHOOL, Lister Street, Hartlepool, Cleveland TS26 9JU

HEAD TEACHER (GROUP 6)

Applications are invited from suitably qualified and experienced teachers for this post for September 1984. The school has a 39 place nursery and serves a well-established area in the town of Hartlepool.
Application forms and further details are obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN.

SIXTH FORM COLLEGE
SOUTH PARK SIXTH FORM COLLEGE (449 on roll), South Park Avenue, Normanby, Middlesbrough, Cleveland, TS6, ONT. (Tel: Middlesbrough 468338)

SCALE 3 COMPUTING

Required for September, 1984 to teach Computing Science to 'A' level and to have responsibility for Computing activities throughout the College.
Applications by letter, should include details of education, training, qualifications and experience, together with the names and addresses of two referees. (9640)

Other than by Subject Classification

Scale 1 Posts

SHROPSHIRE
EDUCATION COMMITTEE
BROOKSIDE MIDDLE
Beaconsfield, Brookside, Telford TF3 1LG
Two scale 1 one year temporary posts: Primary approach classroom teachers for September 1984. Required for junior ages of 9 - 13 years. Team situation and differentiated curriculum. Scope for specialisation.
Applications by letter to the Head. (52851) 125622

Secondary Education

Headships

BERKSHIRE
MAIDENHEAD TEACHERS CENTRE
St. Edmunds House, Ray Mill Road West, Maidenhead
Required from September 1984, HEAD OF TEACHERS CENTRE (Group 5).
Further details and application forms from the Director of Education, (Hot Ref.) Shire Hall, Shinfield Park, Reading RG2 9XE (SAE). This is a re-advertisement & previous applicants will be reconsidered and need not re-apply.
Closing date April 10th, 1984.
Berkshire County Council is an equal opportunity employer. (9918T) 130010

BIRMINGHAM
EDUCATION COMMITTEE
HEAD TEACHER POST
ARCHBISHOP ILSLEY COMPREHENSIVE SCHOOL
Acock's Green, Birmingham
Applications are invited from suitably qualified and experienced Catholic Teachers for the post of Head Teacher (Group 11) to commence on 1st September 1984.
This is an all ability 11 - 18 Roman Catholic School, situated in Victoria Road, Acocks Green, Birmingham. The School offers a wide variety of CSE, O level and A level courses.
Application forms and further particulars may be obtained from the Clerk to Governors, 1151 Warwick Road, Acocks Green, Birmingham 027 6RG. Completed forms to be returned by 6th April to the Clerk to the Governors. (9534X) 130010

HARINGEY
Promoss with Humanitas
HORNSEY SCHOOL FOR GIRLS
Inderwick Road, London N8
Roll 1150, 160 in the Sixth Form
DEPUTY HEAD TEACHER GROUP 10
Applications are invited September 1984 from suitably qualified teachers for the post of Deputy Headteacher.
The successful candidate will be appointed as a member of the management team of a co-educational secondary school, administration and distribution of the school. A vacancy is created by the retirement of one of the present Deputy Head Teachers.
London Allowance payable.
Removal Expenses will be allowed in approved cases.
Application forms and further details from the Headteacher at the School.
CLOSING DATE: 13th April 1984. (9537T)

BERKSHIRE
SLOUGH & ETON C.E. SECONDARY SCHOOL
Rogstone Road, Slough, Bucks.
N.O.R. 494
Required for September, SENIOR MISTRESS (Deputy Head and Group 8 plus London Allowance). Responsibility will include pastoral work and an active teaching role.
Further details available from the Headmaster, Mr. Ian Ewing, date April 13th, by Berkshire County Council is an equal opportunity employer. (9948S)

STAFFORDSHIRE
EDUCATION COMMITTEE
EDGELEY CPS COMPREHENSIVE SCHOOL
Stourbridge Road South, Kinver, Stourbridge DY7 6AA
Re-advertisement
Applications are invited from suitably qualified and experienced teachers for the post of HEADTEACHER (Group 11) of this mixed Comprehensive School, serving Kinver and surrounding villages in a beautiful rural area, within easy access of the West Midlands and the Midlands.
Application forms obtainable from and returnable to the Clerk to the Governors, Education Office (Staffing), County Education Office, Tipping Street, Stafford ST16 3DH.
Closing date Friday, 13th April, 1984.
Applications received following the previous National Advertisement (July, 1983) remain under consideration.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (52808) 130010

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST RIDING DIVISION
BEVERLEY HIGH SCHOOL
Beverley Drive, Hull
Headteacher: L.R. Runciman, B.Sc.
Required September, DEPUTY HEADTEACHER at this Group 10 comprehensive school for 11 - 18.
Application forms and further particulars available from the Headteacher to whom completed forms should be returned by 11th April, 1984. (9352X) 130012

YSGOL RHIWABON,
Ruabon, Wrexham
(11–18 mixed comprehensive, 980 pupils)
Head – Elwyn Roberts, M.A.
Required for September 1984:

DEPUTY HEAD TEACHER – GROUP XI

Deputies are required to undertake different responsibilities in rotation, but the successful applicant for this post will certainly be responsible, in the first instance, for girls' welfare, the organisation of the compulsory 4th and 5th year course in Personal and Social Development, and Staff INSET.
There will be a substantial teaching commitment.
Application forms and further particulars may be obtained from the undersigned, to whom completed forms should be returned by April 13th.
JOHN HOWARD DAVIES
Director of Education
Shire Hall
MOLD
21.3.84
(9649)

CLWYD COUNTY COUNCIL

SECONDARY ART
continued

WALTHAM FOREST
Required for Easter/September
KELMSCOTT HIGH SCHOOL
MUSIC OR ART TEACHER.
Scale 1.
For further details see our advertisement under Secondary. Music. Scale 1. (52031).
131222

Careers

Heads of Department

ENFIELD
LONDON BOROUGH OF ENFIELD
ST. ANGELA'S R.C. SCHOOL FOR GIRLS
Oakthorne Road, London N13 5YY
Voluntary Aided Comprehensive School, 640 on roll, ages 14 - 18 years.
Required for September 1984 as experienced teacher of CAREERS EDUCATION for the key role of Head of Careers. Scale 4. Experience of careers education and counselling required. Practising Roman Catholic essential.
London Allowance. £645. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Applications to the Head Teacher by April 11th, including full curriculum vitae and the names of two referees. Further details may be obtained by telephoning 01-886 5267/2153. (52341).
131418

Scale 2 Posts and above

DEVON
Please see displayed advertisement on Page 55. (59998)
131820

ESSEX
CORNELIUS VERMUYDEN SCHOOL
Lime Avenue, Canvey Island SS8 0SU
(Roll 950)
Tel: 58531
TEACHER I/C BUSINESS STUDIES. Scale 2 (plus E.P.S.)
Required September, (typing, shorthand, office practice).
Excellent facilities.
Curriculum vitae and names of two referees from Headteacher (Goolscap please). (52261)
131820

Scale 1 Posts

DEVON
NORTH DEVON COLLEGE
SENIOR LECTURER IN SECRETARIAL SKILLS.
Lecturers Physics 6 P.E.
See displayed advertisement on Page 71. (59998)
131822

HAVERING
LONDON BOROUGH OF HAVERING
ABBS CROSS SCHOOL
Abbs Cross Lane, Hornchurch RM12 4YB
(Roll 950 Mixed)
Tel: Hornchurch 40304
Head teacher: D.J. Powney, M.A.
Required for September 1984. Scale 1 teacher to join Business Studies Department offering typing, Office Practice, Audio Typing, Shorthand and Word Processing to pupils from the fourth year to the Sixth Form. The department is involved in a BTEC General Risk course and the development of TVEI and interest and experience in these courses would be welcome.
Letter of application enclosing full curriculum vitae and the names of two referees should be sent to the Head teacher. (59989)
131820

Classics

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
THE ROYAL LATIN SCHOOL
Buckingham
Graduate to be responsible for Latin at level and to share in teaching of English. (See under Secondary English. Scale 2 & Above).
(58536)
131820

Commercial Subjects

Heads of Department

CROYDON
LONDON BOROUGH OF CROYDON
WESTWOOD GIRLS' HIGH
Spurgeons Bridge, Upper Norwood, SE19
Tel: 01-653 1661
Tenable, 1st September 1984
HEAD OF BUSINESS STUDIES AND INFORMATION TECHNOLOGY (Scale 3)
A committed forward looking teacher with initiative is required in this recently re-organised 11 - 16 girls school, to develop a coherent package of Business Studies courses for fourth and fifth year pupils covering the whole ability range, attempting to integrate both academic and skills-based Business Studies, and to develop further the integration of Information Technology taught throughout the school. A well equipped Business Studies/I.T. room, containing a network of 16 computers with hard disc drive will be available. (This new post is being advertised subject to a decision being received from the Secretary of State as to whether or not the Croydon Council retain its 3rd year pupils following re-organisation).
11 - 16 school in September 1984.
Application forms obtainable from the Director of Education, Taberner House, Park Lane, Croydon, Surrey CR0 1TP should be returned direct to the Head Teacher by 6th April 1984.
SALARY Burnham Scale 3 With London Area Allowance. (52280) 131818

Scale 2 Posts and above

DEVON
Please see displayed advertisement on Page 55. (59998)
131820

ESSEX
CORNELIUS VERMUYDEN SCHOOL
Lime Avenue, Canvey Island SS8 0SU
(Roll 950)
Tel: 58531
TEACHER I/C BUSINESS STUDIES. Scale 2 (plus E.P.S.)
Required September, (typing, shorthand, office practice).
Excellent facilities.
Curriculum vitae and names of two referees from Headteacher (Goolscap please). (52261)
131820

Scale 1 Posts

DEVON
NORTH DEVON COLLEGE
SENIOR LECTURER IN SECRETARIAL SKILLS.
Lecturers Physics 6 P.E.
See displayed advertisement on Page 71. (59998)
131822

HAVERING
LONDON BOROUGH OF HAVERING
ABBS CROSS SCHOOL
Abbs Cross Lane, Hornchurch RM12 4YB
(Roll 950 Mixed)
Tel: Hornchurch 40304
Head teacher: D.J. Powney, M.A.
Required for September 1984. Scale 1 teacher to join Business Studies Department offering typing, Office Practice, Audio Typing, Shorthand and Word Processing to pupils from the fourth year to the Sixth Form. The department is involved in a BTEC General Risk course and the development of TVEI and interest and experience in these courses would be welcome.
Letter of application enclosing full curriculum vitae and the names of two referees should be sent to the Head teacher. (59989)
131820

Computer Studies

Heads of Department

BROMLEY
LONDON BOROUGH OF BROMLEY
NEWSTEAD WOOD SCHOOL FOR GIRLS
Avebury Road, Orpington, Kent BR6 9SA
Required for September 1984, Teacher of Business Studies (Scale 1).
The department offers a full range of C.S.E. and 'O' level subjects and 'A' level Economics. The ability to teach Typewriting and Office Practice is essential. To offer Commerce and Accounts in addition will be an added recommendation.
Application forms and further details can be obtained, on receipt of a self-addressed envelope, from the Headmistress, Douglas High School, St. Ninian's, Douglas, Isle of Man, to whom completed forms should be returned by 13th April, 1984. (59273)
132222

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton, Surrey KT5 8EU
(Tel: 01-399 4637)
Co-ed., non-selective, 1000 on roll. 11 - 18, large Vth Form
Well-qualified teacher of BUSINESS STUDIES with ability to offer Typewriting/Commerce skills, required from September 1984. Skills in office technology preferable, with an interest in this developing area.
Scale 2 plus London Allowance £442.
Application forms, and further details obtainable from the Headmaster at the School, to whom completed forms should be returned as soon as possible. (64468).
131822

OVERSEAS POSTS
Teachers of one or more of the following: - Shorthand (Pitmans New Era and 2,000). Typing, Office Practice, Bookkeeping and English, required in BHUTAN, SIERRA LEONE, KENYA and NIGERIA.
Teachers of Commerce and Business Education required in ST. LUCIA and TANZANIA.
For details of terms of service and address, see VSO advertisement in Overseas Section. (52352)
131622

Heads of Department

STAFFORDSHIRE
EDUCATION COMMITTEE
STAFFORDSHIRE EDUCATIONAL COMPUTING SERVICE
7th Floor, Unity House, Broad Street, Hanley, Stoke on-Trent
ADVISORY TEACHERS (3 posts)
Experienced and successful teachers are invited to apply for these newly created posts designed to strengthen an existing team. Applicants must have a good knowledge of educational computing, microelectronics and/or information technology.
Scale 2 are available.
Application forms and further details of responsibilities from and returnable to the Chief Education Officer (Staffing), County Council, Staffordshire House, Tipping Street, Stafford ST16 2DH (Tel: 0785 57854) by date 13th April, 1984.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an Independent Trade Union. (52805) 132018

Scale 2 Posts and above

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BECKFIELD UPPER SCHOOL
Required for September 1984, teacher in charge of Computer Studies, Scale 3.
The successful candidate will have responsibility for organising the Computer Programming aspect of the Mathematics courses, the Option statutory Computer Studies, as well as forming links with other Departments who may wish to use the Computer facilities in their own subjects.
The successful candidate will also be expected to undertake a share of the Mathematics teaching within the School, and an ability to teach one 'A' level would be a considerable advantage.
Application forms may be obtained (see please) from the Headmaster, Mr. J. Rockliffe, M.A. (Cantab), Beckfield Upper School, Bradford, West Yorkshire BD10 0JE, to whom completed forms should be returned by 13 April 1984.
Reference BT/1984/735.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (64452)
132020

DUDLEY
See under Sixth Form and Tertiary Colleges and Scale 2 Posts.
(52040)

ESSEX
SANDON SCHOOL
Sandon Lane, Chelmsford, Essex
(Roll 1430)
(Tel: Chelmsford 73611)
EDUCATIONAL COMPUTER SPECIALIST
Required for September 1984, an experienced teacher to participate in education throughout the school.
Apply by letter to the Headteacher with c.v. (foolscap s.a.e. please). (59087)
131618

NORTHAMPTONSHIRE
BEANFIELD SCHOOL
Glastonbury Road, Corby, Northants. NN18 9ND
Required for September 1984 TEACHER TO TAKE CARE OF COURSE OF COMPUTER STUDIES (SCALE 3).
This expanding subject, involving all departments, is to be placed in the control of a designated member of staff who will assume responsibility for all aspects of Computing within the school. Applicants should be enthusiasts with experience of teaching the subject at a - and 'A' Level and should be prepared to enthuse and encourage all members of staff in the applications of computing. The school is well equipped for the subject and is to have a purpose-built Computer Centre.
Application forms and further details from Headmaster, SAE please.
Closing date: 13 April 1984. (55559)
132018

NORTHAMPTONSHIRE

THE FERRERS SCHOOL
Queens Way, Higham Ferrers, Rushden, Northants NN9 8LZ
COORDINATOR OF COMPUTER EDUCATION
Scale 2/3
The Ferrers School is an 11 - 18 co-educational comprehensive school (Group 10) which opened in 1980 and became its first 4th Form in September 1983.
A teacher is required for September 1984 to run computer awareness courses and to coordinate computer education throughout the curriculum, one of the 'core' skills and a key one in a school which is keen to develop its policy of Computers Across The Curriculum. Facilities are to be networked by September 1984. The school sees the wide use of computers in different curriculum areas as the most important aspect of its computer education programme.
A person with ideas and initiatives is sought for this post. A scale post would not be available in the first instance for a new entrant but the intention for would be to award a point as soon as possible and therefore, applications from new or recent entrants to the profession would be welcomed.
Application form and further details available from the Headmistress (SAE please).
Closing date: 9th April 1984. (52033)
132018

STAFFORDSHIRE

EDUCATION COMMITTEE
STAFFORDSHIRE EDUCATIONAL COMPUTING SERVICE
7th Floor, Unity House, Broad Street, Hanley, Stoke on-Trent
ADVISORY TEACHERS (3 posts)
Experienced and successful teachers are invited to apply for these newly created posts designed to strengthen an existing team. Applicants must have a good knowledge of educational computing, microelectronics and/or information technology.
Scale 2 are available.
Application forms and further details of responsibilities from and returnable to the Chief Education Officer (Staffing), County Council, Staffordshire House, Tipping Street, Stafford ST16 2DH (Tel: 0785 57854) by date 13th April, 1984.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an Independent Trade Union. (52805) 132018

Scale 2 Posts and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
THE SHEPPEY SCHOOL
Headmaster: R.O. Barson, B.A.
Fully comprehensive mixed upper school 13 - 18 years. 1500 on roll.
Scale 1
Required for September 1984, an enthusiastic, resourceful teacher of CHEMISTRY with DES. Possibility of 'O' level and eventually 'A' level teaching. A range of science subjects would be acceptable. Letter of application, together with curriculum vitae and names of two referees to the Headmaster at the Sheppey School, Minster Road, Minster, Sheppey, Kent ME12 3JG. (52321)
132022

NORTHAMPTONSHIRE

THE FERRERS SCHOOL
Queens Way, Higham Ferrers, Rushden, Northants. NN9 8LZ
See under 'Computer Studies - Heads of Department Section. (52034)
132022

NORTHUMBERLAND

KING EDWARD VI SCHOOL
West Cottingwood, Morpeth NE61 1DN
Voluntary Controlled 13 - 18 mixed comprehensive. 1300 on roll inc. 300 in 5th Form.
Suitably qualified Graduate to teach COMPUTER STUDIES (scale 1) with some MATHS required from 1.9.84. or a.s.a.p. thereafter. Applications welcome from RGCE students; relevant industrial experience an advantage.
Dept. of Computer Applications provides courses to CSE, GCE 'A' level, and Computer and data processing facilities across curriculum. Removal allowance/assistance may be payable.
Salary Burnham Scale 1 + 2.2.84. and further details from Head. (59440)
132022

SHROPSHIRE

EDUCATION COMMITTEE
STIRCHLEY UPPER SCHOOL
13-18 Diagnosis Centre
Stirchley, Telford TF3 1FA
Permanent teacher for Computer Studies to A level with some Science. Scale 1 from September 1984. An excellent facilities.
Application forms and further details from the Head (SAE). (59954)
132022

Craft, Design & Technology

Heads of Department

HAMPSHIRE
THE CITY OF PORTSMOUTH BOYS SCHOOL
London Road, Hilsea, Portsmouth PO3 5RC
Tel: Portsmouth 693691
Scale 4. Head of Craft Design and Technology required from September 1984.
Application forms and further details from Headmaster, S.A.E. please.
Closing date: 16th April, 1984. (58302).
132118

SHEFFIELD EDUCATION DEPARTMENT

Required for September, 1984 three significant Head of Department posts in Craft, Design and Technology.

HEAD OF CRAFT, DESIGN AND TECHNOLOGY

(Re-advertisement)
Scale 3
City School, Stradbroke Road, Sheffield, S13 8BS — NOR 1240, 13-18 (mixed)
Required to lead a vigorous department of six specialists who cover all aspects of the CDT curriculum with a particular emphasis on technology.
Details of this post should be obtained before application.

HEAD OF DESIGN

Scale 4
Gleadless Valley School, Matthews Lane, Sheffield, S8 8US — NOR 740, 11-18 (mixed)
This is a senior post for a person of energy and imagination who will be responsible for co-ordinate and develop Art/Design and Technology courses throughout the school. Experience in the development and leading of Technology is a essential requirement of this post.

HEAD OF CRAFT, DESIGN AND TECHNOLOGY

Scale 3/4
King Edward VII School, Glossop Road, Sheffield, S10 2PW - NOR 1460, 11-18 (mixed)
Dependent upon experience and proven ability a scale 4 is available for this important post in the school. The successful candidate will be expected to develop appropriate courses in Design and Technology throughout the school. There is the potential for significant post 16 course development with a general emphasis on Technology.
All interviewees will be required to provide examples of current practice and/or together with examples of their own work.
Further details and application forms may be obtained from the Headteachers of the respective schools and should be returned by the closing date for all three positions within 14 Days, 27 April, 1984.
Sheffield City Council is an Equal Opportunities Employer.

EAST SUSSEX

TIDEWAY SCHOOL
Southtown Road, Newhaven BN9 9JL
Comprehensive mixed, 11 - 18. Roll: 1,250.
Required From September 1984: Head of Craft, Design and Technology. Scale 3/4. Highly conscientious school, motivated and developing community, requires a forward looking teacher committed to a modular technology. This is an ideal post for a person seeking first opportunity to develop a new area. Tideway is a T.V.E.I. pilot school.
Relocation grants available in approved cases.
Application forms by phone/s from and return to the Head Teacher. (59

HARROW

EDUCATION COMMITTEE
WHITEFOOT HOUSE BOYS' SCHOOL
Norlock Avenue, Harrow HA3 0AD
Tel: 01-864 7688
HEAD OF CRAFT, DESIGN AND TECHNOLOGY. SCALE 3
An enthusiastic and enterprising teacher of Craft, Design and Technology required to lead a mixed comprehensive school. The successful candidate should have a genuine interest in design based upon craft, technology and science. Ability to develop a outstanding curriculum and to develop a unifying, balanced philosophy of teaching and making.
Applicants should be committed to the development of innovative education, with ability, teaching and leadership opportunities.
Application forms (one) to be returned to Chief Education Officer, by 11th April, 1984. Please send a foolscap stamped addressed envelope.
THE HARROW IS AN EQUAL OPPORTUNITY EMPLOYER (52350)

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
SAWTHORNE HIGH SCHOOL
Nether Hall Avenue, Huddersfield HD5 9HG
(Ref. 468)
Required for September 1984 a well qualified and experienced teacher of CRAFT, DESIGN AND TECHNOLOGY - SCALE 1. We are four full time manual staff working in a well equipped department. An adaptable teacher able to continue and widen the development of C.D.T. for all students throughout the school is required.
Application forms (S.A.E. please) from the Headteacher to be returned to whom completed forms must be returned within 14 days of this advertisement. (59

SUFFOLK

COUNTY COUNCIL
KING EDWARD VI VIPER SCHOOL
Grove Road, Bury St. Edmunds
(Mixed comprehensive 11 - 18; 1,350 on roll. 330 in Sixth Form)
Required for September 1984, HEAD OF DESIGN FACILITY (Scale 4) to lead this important and developing curriculum area which provides a full range of courses to advanced level. We offer an excellent opportunity to further develop this area within a well balanced curriculum and with a well equipped C.D.T. block to open in September.
Application forms and further details from the Headmaster at the school, (please) to whom they should be returned. (52083)

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
INWORTH SCHOOL
Newport Road, Washington NE37 1NE
(GROUP 11)
Required for September 1984:
HEAD OF CRAFT, DESIGN AND TECHNOLOGY (Scale 3)
Inworth School is a comprehensive 11 - 18 co-educational school. This department is essential, and a re-advertisement and applicants will be considered without re-applying.
Application forms (one) available from the undersigned on receipt of a stamped addressed foolscap envelope to be returned to him by 13th April, 1984. (52213)

Scale 1 Posts

BURY
METROPOLITAN BOROUGH OF BURY
TEACHING APPOINTMENT
2 TEACHERS (SCALE 1)
Required for Tottington High School, Bolton Road, BL8 3JL, Tottington, Lancs. BL8 3JL, for 1st September, 1984.
Required for Craft, Design and Technology, one with interest in Control Technology.
Application forms and further details obtainable from the Headmaster, to the Head Teacher, 4th April, 1984.
Bury is an Equal Opportunities Employer.

DORSET
SELDOWN SECONDARY BOYS' SCHOOL
Kingland Road, Poole
(any range 12 - 16. 482 on roll)
Required September, 1984. Teacher of Technical Drawing with ability to teach Woodwork an advantage. (Scale 1).
Application forms from the Headmaster on receipt of s.a.e. (59964)
132122

DORSET
WESTFIELD SCHOOL
Teacher for slow learning children.
See special schools Scale 1 (59969)
132122

EAST SUSSEX
HAILSHAM SCHOOL
Battle Road, Hailsham BN27 3JY
Comprehensive mixed, 11 - 18. Roll: 1,350.
Required from September 1st: Teacher of Craft, Design & Technology (Scale 1) to teach to all levels throughout the school.
Relocation grants available in approved cases.
Application forms and details (s.a.e. please) from and returnable to the Headteacher. Closing date April 11th. (52510)
132122

HAMPSHIRE
THE BOHUNT SCHOOL
Longmoor Road, Liss, GU33 7NY
11 - 16 Mixed Community School. N.O.R. 1000
C.D.T. Scale 1 September 1984, to join team developing growing technology orientated curriculum to CSE and C.S.E. levels.
Letter of application with full curriculum vitae, two referees and S.A.E. to Head-teacher. (64411)
132122

HAMPSHIRE
RE-ADVERTISEMENT
OAK FARM SCHOOL
Chineham, Basingstoke
(Comprehensive Mixed 11 - 18)
N.O.R. 823
Required for September 1984. Scale 1 C.D.T. teacher. Considerable scope for teacher interested in modular technology, computing and electronics.
Closing date 13th April 1984.
Letter of application nominating two educational referees to the Headteacher s.a.e. for details. (59094)
132122

HAMPSHIRE
BRIGHTON HILL SCHOOL
Brighton Way, Basingstoke RG22 4DH
11 - 16 Mixed Comprehensive
N.O.R. 1000
Required September, 1984 Scale 1 (possible scale 2 post available for suitably qualified applicant). Teacher of Craft, Design and Technology.
Application with c.v. with names of two referees to Headteacher. (59095)
132122

HEREFORD AND WORCESTER COUNTY COUNCIL

EVESHAM HIGH SCHOOL
Four Pools Road, Evesham, Worcestershire WR11 4QF
(13 - 18)
Required for September, 1984, a Scale 1 teacher of Woodwork/Craft and Design Technology. An ideal opportunity presents itself to enter the profession. Alternatively a Scale 2 post could be made available if a suitably experienced and well qualified applicant.
Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (59

HEREFORD AND WORCESTER COUNTY COUNCIL

CHRISTOPHER WHITEHEAD HIGH SCHOOL
Bromwich Road, Worcester WR3 7AF
Group 11; 1,200 on roll
(11 - 16)
Required for September, 1984, an enthusiastic and committed teacher of C.D.T. interested and able to assist in the development of this new department.
Further details and application forms and names of two referees may be obtained from the Headteacher on receipt of a foolscap S.A.E. (59445)
132122

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL
Rickmansworth Road, Watford
(850 boys, 270 in 6th form
Required from May or September, 1984 qualified teacher of Craft and Design with special interest in Metal. Scale post and generous relocation allowance possible but vacancy equally suitable for first appointment. This appointment could also lead to a Department headship with overall responsibility for Development of Technical Studies.
Apply to Headmaster giving full details of qualifications and interests, together with the names of two referees. (59103)
132120

KENT
Suitably qualified and experienced teacher required to develop the teaching of Catering for the special needs of intelligent boys. The post is necessarily residential and calls for full participation in games work.
Apply in first instance to the Headmaster, Red Hill School, Lenham, Maidstone ME17 2BD. (64

Scale 1 Posts

HERTFORDSHIRE
FEARNHILL SCHOOL
Bircherley Way, Letchworth, Herts. SG6
Tel: Letchworth 77111
Scale 1 teacher of Craft, Design and Technology required for September 1984, to join a well established progressive department offering a wide range of courses including Technology, Graphics and City & Guilds Electrical Science, Control Technology to and 'A' levels. Modern purpose built workshop suites with adjacent graphics room and newly converted Technology Laboratory. We seek an enthusiastic teacher willing to play a full part in the development of technology, and able to contribute to science elements within teaching courses.
Apply by letter to the Acting Headmaster at the school, enclosing c.v., names and addresses of two referees.
Ref. 466/CDT/TES. (59

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teacher by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

SCALE POSTS
Secondary

BRIXHAM COMMUNITY COLLEGE
Higher Ranscombe Road, Brixham TQ5 9HF
(Roll 678)

SCALE 4 – HEAD OF SUPPORTIVE EDUCATION
Required for September 1984 to take responsibility for pupils with learning difficulties and special needs. Appointee will be expected to work closely with all departments in a guidance capacity. Closing date 13th April 1984.

LIPSON COMPREHENSIVE SCHOOL
Bernice Terrace, Lipson, Plymouth (Roll – 1st Year Intake 240)
Lipson School is a new purpose-built comprehensive school, age range 11–18 years, which is due to open in September 1984 and admit its first eight form entry at 11 plus.

SCALE 4 – HEAD OF MATHEMATICS
(Re-advertisement)
Required September 1984. Applicants should have substantial experience in preparing pupils for examinations to 'O' and 'A' levels. Graduates preferred. Previous applicants will be reconsidered. Application forms (SAE required) from and returnable to Miss B. Geddes, Headteacher, c/o Salisbury Road Junior School, St. Judes, Plymouth PL4 8QZ. Closing date 11th April 1984.

AXMINSTER COUNTY SECONDARY SCHOOL
Chard Street, Axminster (Roll 730)

SCALE 3 – HEAD OF THE FACULTY OF PE AND RECREATIONAL STUDIES
Required September 1984 to administer the faculty and teach Physical Education to girls. The Head of Faculty will be expected to develop the activities of the Faculty to meet the needs of all pupils. Closing date 13th April 1984.

NEWTON ABBOT COOMBESHEAD COMPREHENSIVE SCHOOL
Coombeshead Road, Newton Abbot TQ12 1PT
(Roll 909)

SCALE 2 – CRAFT, DESIGN AND TECHNOLOGY
Required 1st September 1984 an experienced and suitably qualified teacher to provide major help in establishing a technology workshop and to initiate appropriate new courses in years 1 and 2. The eventual aim is to develop examination courses in modular technology. Closing date 13th April 1984.

OTTERY ST. MARY THE KINGS (11–18 COMPREHENSIVE) SCHOOL
Ottery St. Mary, EX11 1RA (Roll 860)

SCALE 2 – MATHEMATICS AND COMPUTER STUDIES
Required September 1984 a graduate to teach to a wide age and ability range. Applicants should be prepared to take responsibility for the development of 'computing across the curriculum'. Ability to teach 'A' level Applied Mathematics would be an advantage. The School receives its third intake of comprehensive pupils this September with grammar school pupils in Years 4–6. Closing date 13th April 1984.

(II) Scale 3 – Head of Science
Required for September 1984. Applicants should be committed to the establishment of a fully integrated approach to the teaching of science in the lower school and to the development of core science in the upper school. Closing date 13th April 1984.

(II) Scale 3 – Head of Special Needs
Required for September 1984 to take responsibility for pupils with learning difficulties. In addition to implementing a full remedial programme the person appointed will be expected to work closely with all departments in the school in a guidance and itset capacity. Closing date 13th April 1984.

EXETER VINCENT THOMPSON (12–16 YEARS COMPREHENSIVE) C of E CONTROLLED HIGH SCHOOL
Ringswell Avenue, Exeter EX1 3EG (Roll 677)

(I) SCALE 1 – MATHEMATICS
Required September 1984 to teach all abilities up to and including 'O' level. Experience of and willingness to develop computer assisted learning will be an advantage.

(II) SCALE 1 – CHEMISTRY WITH MATHS AND/OR BIOLOGY
Required September 1984 a well qualified teacher of Chemistry with Maths and/or Biology to 'O' level and all abilities. An interest in the application of Computers to the teaching of these subjects would be an added asset. Closing date 13th April 1984.

CLYST VALE (11–16 YEARS) COMMUNITY COLLEGE
Station Road, Broadclyst, Exeter EX5 3AJ
(Roll 780)

SCALE 1 – ART
Required September 1984 to teach within the Creative Arts Faculty in this Community College which is beginning post-16 Education in September. Applicants must have specialist qualifications/background in pottery and 3D work and should be able to teach painting and drawing across the 11–16 age and ability range. Closing date 13th April 1984.

COLYTON (11–18) GRAMMAR SCHOOL
Colyford, Devon EX13 6HN. (Roll 386)

SCALE 1 – MATHEMATICS
Required September 1984 a well qualified graduate to teach Mathematics to 'O' and 'A' level. The School is seeking a lively candidate with high academic standards. The School has a new Computer room and it could be an advantage if applicants were able to assist with Computer Studies either in new courses being developed for ages 11–14 or in the established 'O' level courses. Also preferable would be an interest in Technology and/or a willingness to participate in Games. Colyton Grammar School caters for a selective intake and serves 80 square miles of rural and coastal East Devon. Closing date 16th April 1984.

KING EDWARD VI COLLEGE
Totnes, TQ9 5JX. (Roll 1,581)

(I) SCALE 1 – HISTORY
Required for Autumn term 1984 a well qualified and experienced teacher to teach History throughout the age and ability range. Closing date 13 April 1984.

(II) SCALE 1 – BUSINESS STUDIES AND ACCOUNTS (TEMPORARY)
Required for Autumn term 1984 for one year only. Must be qualified to teach senior students. Closing date 13th April 1984.

HOLSWORTHY COMMUNITY COLLEGE
Holsworthy, Devon EX22 6JD. (Roll 601)

SCALE 1 – MATHEMATICS
Required for September 1984 a well qualified person to teach Mathematics to all levels of ability. An interest in computing an advantage but not essential. Willing to fit into the philosophy of a Community College. Closing date 13th April 1984.

THE PARK SCHOOL, 11–16 (MIXED) COMPREHENSIVE
Park Lane, Barnstaple EX32 9AX. (Roll 995)

SCALE 1 – ENGLISH
Required for September 1984. Vacancy for second in Department to share in responsibility for teaching and development of English curriculum to 'O' level and CSE. Also to be responsible for school library and development of resource area within the school. Closing date 13th April 1984.

THE PARK SCHOOL, 11–16 (MIXED) COMPREHENSIVE
Park Lane, Barnstaple EX32 9AX. (Roll 995)

SCALE 2 – CRAFT, DESIGN AND TECHNOLOGY
Required 1st September 1984 an experienced and suitably qualified teacher to provide major help in establishing a technology workshop and to initiate appropriate new courses in years 1 and 2. The eventual aim is to develop examination courses in modular technology. Closing date 13th April 1984.

Kingsteignton, Teign Comprehensive School
Ley Lane, Kingsteignton, Newton Abbot TQ12 3JG (Roll 820)

(I) Scale 3 – Head of Science
Required for September 1984. Applicants should be committed to the establishment of a fully integrated approach to the teaching of science in the lower school and to the development of core science in the upper school. Closing date 13th April 1984.

(II) Scale 3 – Head of Special Needs
Required for September 1984 to take responsibility for pupils with learning difficulties. In addition to implementing a full remedial programme the person appointed will be expected to work closely with all departments in the school in a guidance and itset capacity. Closing date 13th April 1984.

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SCALE POSTS
PRIMARY

DAWLISH INFANTS SCHOOL
Old Town Street, Dawlish, EX7 9AL (Roll 164)

SCALE 2 – INFANTS
Required for Autumn term 1984 a well qualified teacher to promote the development of languages throughout the school. Also to encourage home/school links and liaison with local playgroups.
Closing date 13th April 1984.

DEVON

Technical and Vocational Education Initiative

Project Supervisors
(Scale 4 or Lecturer II)

Subject to agreement with MSC, a TVEI Project Supervisor will be appointed to each of Benjamin Britten High School, Denes High School, Kirkley High School and Lowestoft College of Further Education.

Enquiries welcomed from teachers with successful pastoral and organising experience, preferably with teaching skills from the following range: Computing, Craft, Design & Technology; Technical Graphics; Control Technology; Electronics.

Stamped addressed envelopes for details and application forms from Area Education Officer, Suffolk House, London Road North, Lowestoft, NR32 1BH (9217)

Suffolk County Council

C.D.T.
continued

HERTFORDSHIRE
SIR FREDERIC OSBORN SCHOOL
Herns Lane, Welwyn Garden City, Herts.
Required for September 1984, teacher of CDT in this co-educational all-ability school of 1000 pupils. New project-based design courses have been introduced into Years 1 to 3 for all pupils, leading, it is intended, to the introduction of new examination courses in Design and Technology. The person appointed would be closely involved in these developments although there could be the opportunity to take part in traditional craft courses or in closely related courses in Art. Post particularly suitable for some one completing initial training or retraining after experience in industry.

Written application, including Curriculum Vitae and the names and addresses of two referees, should be submitted to the Headmaster within ten days of the appearance of this advertisement. (52871) 132122

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT VINTERS BOYS' SCHOOL
Huntsman Lane, Maidstone ME14 5DT
(Roll 941), Boys 11 - 17)
Required September, 1984, a well-qualified competent and enthusiastic Teacher of Technical Drawing to join a specialist team of eight in the Faculty of Design. Facilities are excellent and the post offers both stimulating challenges and good prospects for the right applicant. Scale post available for suitably experienced and qualified candidates.

Apply by letter to the Head Teacher giving curriculum vitae and names of two professional referees (s.a.e.). (52504) 132122

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
RUTHERFORD COMPREHENSIVE SCHOOL
TEMPORARY TEACHER OF CRAFT DESIGN AND TECHNOLOGY
(SCALE 1 POST)
Required from September 1984 initially for one year, a suitably qualified teacher of Craft, Design and Technology to develop the subject and join the development of Modular Technology and design courses. Qualifications in Metalwork/Engineering would be an advantage.

Application forms and further details are obtainable from and returnable to the Head Teacher, Rutherford Comprehensive School, West Road, Newcastle upon Tyne by Friday, 13th April 1984. (52073) 132122

NEWHAM
LONDON BOROUGH OF NEWHAM
EASTLEA SCHOOL
Hilda Road, London E16 4NP
Head Teacher: C.G. Holmes
Number on roll: 980
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY
Scale 1
Required Easter or September 1984, to join a team of four teachers and must be capable of working with a variety of materials. A flexible attitude to C.D.T. is necessary as the department operates a design-based, problem-solving approach to the subject.

Suitable for a first appointment to gain experience of teaching at all levels up to C.S.E., G.C.E. 'O' and 'A' level, and make a positive contribution to the department and school.

London Allowance: £987 plus Social Priority Allowance.

Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 10th April 1984.

Director of Education, Education Offices, 379/383 High Street, Stratford, London E15 4RD.

An Equal Opportunity Employer. (59549) 132122

NORFOLK
EATON CITY OF NORWICH SCHOOL
Eaton Road, Norwich NR4 6PP

SCALE 1 TEACHER GRAPHICS

(Graphical Design/ Graphical Communication)

A qualified and willing teacher is required September 1984 to assist with both C.D. & T. & Art.

Application forms from and returned to the Headteacher at the school. S.a.e. please. (52861) 132122

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
LEYTON SENIOR HIGH SCHOOL FOR BOYS
Essex Road, London E10
Head: Mr. T. Keogh
REQUIRED FOR SEPTEMBER, TECHNOLOGY TEACHER SCALE 1 (plus Outer London and Social Priority Allowance) required in this comprehensive school for boys aged 14 - 18 years (800 on roll) to teach established C.S.E., 'O' and 'A' level courses in Modular Technology and to contribute to all aspects of C.D.T. including vocational courses, in a well equipped and forward looking department. Scale 2 available for candidates with suitable experience.

Contact Headteacher for Application Form and further details [illegible] Closing date [illegible] 1984 [illegible] (52048) 132122

SOLIHULL
EDUCATION COMMITTEE
LANGLEY SCHOOL
Kineton Green Road, Olton, Solihull, West Midlands B92 7ER
Tel: 021-706 9771
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY
SCALE 1
Required for September in this 11 - 16 all-ability School for one year only in the first instance (good prospects of permanent contract).

The successful candidate will be expected to contribute to integrated multi-media design courses throughout the school.

Apply by letter to the Headteacher enclosing CV and SAE and stating main areas of interest and expertise. (52399) 132122

WARWICKSHIRE
BILTON HIGH SCHOOL
Lawford Lane, Bilton, Rugby CV22 7JT

Required for Easter or September 1984, a teacher of Craft, Design and Technology to join a department involved in teaching the full range of C.D.T. subjects in a school of 940 pupils. The successful candidate would be expected to assist in developing courses and to teach within several areas of the department.

If interested, please contact the Head at the school (SAE please). (52304) 132122

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
THE MOSSLAND SCHOOL
Mosslands Drive, Wallasey, Wirral
1340 boys - 120 in Sixth Form
REQUIRED FOR SEPTEMBER 1984 TWO SCALE 1 TEACHERS OF C.D.T.
(1) A Woodwork Specialist to teach Upper School pupils to C.S.E. and 'O' level - 'A' level work for suitable applicant.
(2) C.D.T. teacher with an interest in technology to develop courses in the Lower School working mainly with 11/12 year old boys.

Letters of application, including full c.v. giving names and addresses of two referees to the Headteacher to be received within a fortnight of this advertisement. (59526) 132122

Economics

Heads of Department

HULL
HYMERS COLLEGE
Hull

H.M.C. (620 boys, 160 in the VI form)

HEAD OF ECONOMICS/ BUSINESS STUDIES

Required for September 1984, a Head of the newly-formed Department of Economics and Business Studies, Scale III or VI according to qualifications and experience. The successful candidate should be prepared to teach either History or Computing in the middle school.

Applications (no forms) with names of two referees should be sent immediately to the Headmaster, Hymers College, Hymers Avenue, Hull HU3 1LW. (60395) 132218

Scale 2 Posts and above

SUTTON
LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
NONSUCH HIGH SCHOOL FOR GIRLS
Ewell Road, Cheam, Surrey SM3 8AB
(5 form entry, 11 - 18 selective, approx. 965 on roll with 230 in the sixth form)
ECONOMICS, SCALE 2
Required September 1984, a good honours graduate with experience, to teach economics, and possibly government and political studies, at Advanced Level. The successful candidate may also teach some history in the main school.

Apply by letter to the headteacher, enclosing curriculum vitae and names and addresses of two referees. (52365) 132220

Scale 1 Posts

CAMBRIDGESHIRE
HILLS ROAD SIXTH FORM COLLEGE
See under Sixth Form and Tertiary Colleges. (52323) 132222

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL
(1050 boys: 270 in Sixth Form)

Required for September, a well-qualified graduate to teach ECONOMICS in the Sixth Form, together with a subsidiary subject.

Excellent opportunities, London fringe allowance payable and possibility of accommodation.

Apply to Headmistress, The Grammar School, Watford WD1 7JF, giving full details of qualifications and experience, together with the names of two referees. (52831) 132222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GEOFFREY CHAUCER SCHOOL
Spring Lane, Canterbury, Kent
Scale 1
A teacher of Economics to 'A' level who ideally is also able to teach Geography to at least 'O' level or possibly Typing is required to work within the Humanities Faculty from September 1984. A commitment to integrated courses and an interest in the world of work are both important.

The school has a seven form all-ability entry and a sixth form of 180.

Letters of application with CV Naming two referees should be submitted to the Headmaster (Ref. H/1/84) SAE for further details.

MAIDSTONE SCHOOL FOR GIRLS
This is an Upper School in a Kent two tier Secondary Scheme. There is six-form entry of high ability at 13 plus and a Sixth Form of 300 based on a split site
Headmistress: Mrs E.G. Blackburn, B.Sc. (Econ)
An economist is required to share the teaching of this subject. Most of the timetable involves sixth form work with both Ordinary and Advanced level courses. An interest in General Studies developments would be useful.

Please apply by letter to the Headmistress at the school at Huntsman Lane, Maidstone with copies of curriculum vitae, testimonials and/or names and addresses of referees. (52519) 132222

English

Heads of Department

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
OAKS SCHOOL
Cyprus Road, Kendray, Barnsley S70 3NA
Headteacher: Mr. A.V. Kent, B.A.
Required for 1st September 1984.
HEAD OF ENGLISH (Scale 3).
A graduate to organise and teach English at all levels to Joint CSE/GCE level.

The department is highly successful and offers excellent opportunities.

Application by letter to the Headteacher at the School within fourteen days of the appearance of the advertisement, providing a full curriculum vitae and the names of two referees. (60383) 132418

DORSET
PARKSTONE GRAMMAR SCHOOL
Sopers Lane, Poole
(705 Girls on roll, 250 in Sixth Form)
Required September, 1984. An experienced Good Honours Graduate as Head of English Department (Scale 4). This is a large Department consisting of Head and 5 Assistants who share the teaching throughout the school including 'O' and 'A' level work. The Head of Department would also be expected to help prepare candidates for 'S' level and for Oxbridge entrance. From 80 to 100 students are studying English at 'A' level.

Application forms and further details from the Headmistress on receipt of s.a.e. (59999) 132418

NORTH YORKSHIRE
COUNTY COUNCIL
SHERBURN HIGH SCHOOL
Garden Lane, Sherburn in Elmet LS25 6AS
(a purpose built, 8 form entry, 11 - 18 mixed comprehensive school with 1245 pupils on roll and 110 in the Sixth Form)
Required for September 1984. HEAD OF THE ENGLISH DEPARTMENT (SCALE 4). A well qualified graduate with varied experience is required to lead a successful department of 7 teachers, who currently prepare pupils for City and Guilds, 16 plus, GCE 'O' and 'A' level examinations and contribute to a first year humanities programme. A commitment to curriculum development is essential and an interest in drama would be an advantage.

Applications by letter with s.a.e. please, to the Headmaster, giving relevant details of curriculum vitae and the names and addresses of 2 referees. (60390) 132418

NORTH YORKSHIRE
COUNTY COUNCIL
ESKDALE SCHOOL
Stainsacre Lane, Whitby YO22 4HF
(11 - 14 Comprehensive)
HEAD OF ENGLISH, SCALE 3
Required for September 1984 a suitably experienced teacher for this demanding post.

Full details and application forms (s.a.e. please) are available from the Headmaster at the school to whom completed forms should be returned as soon as possible. (60386) 132418

SUFFOLK
COUNTY COUNCIL
BUNGAY HIGH SCHOOL
Queen's Road, Bungay NR35 1RW
(13 - 18 mixed comprehensive: 826 on roll)
Required for September 1984. HEAD OF ENGLISH, Scale 4.
An enthusiastic and experienced teacher is sought to lead a department offering a wide range of courses, which include 'A' level and Scholarship work. It is essential that the traditions of academic excellence are maintained. The department has introduced a range of courses to suit the needs of individual students and is actively involved in the development of the School's Senior Management Team.

Application forms and further details (s.a.e. please) available from the Area Education Office, Suffolk House, London Road North, Lowestoft, Suffolk NR32 1BH. (52084) 132418

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
THE ROYAL LATIN SCHOOL
Brookfield Lane, Buckingham MK18 1AX
Head Teacher: P.A. Luff, B.A.
Voluntary controlled mixed selective school, 650 on roll, 180 in Sixth Form, 55 boarders
Required: for September: graduate to be responsible for teaching LATIN to 'A' level and to share in the teaching of ENGLISH. This is a residential post, with free accommodation for a single or married teacher in return for boarding duties. SCALE 2 POST available for suitably-experienced teacher but those newly-qualified are also invited to apply.

Further details and application forms are available from the Headmaster to whom they should be returned without delay.

Assistance with removal expenses is given in approved cases. (52358) 132420

DEVON
Please see displayed advertisement on Page 55. (59985) 132420

ESSEX
THE NOTLEY HIGH SCHOOL
Notley Road, Braintree
(Roll 1150)
Tel: 0376 23601
LIBRARIAN, Scale 3
Required September, qualified experienced English graduate to take responsibility for Library and associated resources. Librarianship qualification advantageous. Removal scheme in operation.

Application forms and details from Headteacher (foolscap s.a.e. please). (52044) 132420

HAMPSHIRE
THE MOUNTBATTEN SCHOOL
Whitenap Lane, Romsey SO5 8SY
11 - 16 Comp. Mixed. NOR 1400
Scale 3 English (2nd in Department) required September.

Letter of application with full Curriculum Vitae, names and addresses of two educational referees and s.a.e. to the Head, from whom further details are available. (59083) 132420

Cheshire

SCALE 1 POSTS

RELIGIOUS EDUCATION.

Neston County Comprehensive, Raby Park Road, Neston, South Wirral. Tel: 051–336 3902

An established school of 1373 pupils, including 6th form and 140+. Required for Easter or September for years 1–4. An ability to contribute to a programme of Community Service in Years 4 & 5 is very desirable.

Closing date: Friday, 13th April 1984.

1. PHYSICS WITH SCIENCE AND MATHEMATICS
2. PHYSICS WITH SCIENCE
3. MATHEMATICS

Hartford High, Hartford Campus, Chester Road, Northwich, CW8 1LH

Applications are sought from qualified graduate teachers for these posts at this 11–18 School situated in a delightful part of Mid-Cheshire. The posts are available from September 1st 1984.

Closing date for applications — April 13th 1984.

(9650)

HAVERING
LONDON BOROUGH OF HAVERING
ST. EDWARDS SCHOOL
London Road, Romford RM7 9NX. (Roll 1020 Mixed - Sixth Form 135)
Aided Church of England Comprehensive
Tel: Romford 42809
Headteacher: J.E. Gwinnell, M.A. (Oxon)
Scale 3, Second in English Department, required for September 1984. A well qualified and experienced teacher able to take responsibility for major sections of departmental work - negotiable according to strengths of candidate. Ability to teach across the age and ability range including 'A' and 'S' level is essential, with a good knowledge of children literature. The post offers a challenging opportunity to help in the shaping of an English Department and candidates should outline briefly their approach to English teaching. Willingness to assist in some extra curricular activity will be important.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (59971) 132420

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
WARREN COMPREHENSIVE SCHOOL
Whalebone Lane North, Chadwell Heath, Romford, Essex
Required for the Summer Term to cover for maternity leave, a Teacher of English. One term temporary appointment. Scale 1 plus Inner London Allowance.

Apply by letter, including c.v. to the Headteacher, as soon as possible. (52384) 132422

BEDFORDSHIRE
SOUTHERN AREA
DENBIGH HIGH SCHOOL
Luton, Beds.
Please see under Secondary, Other than by subject. (52864) 132422

BRENT
LONDON BOROUGH OF BRENT
JOHN KELLY (GIRLS) HIGH SCHOOL
Crest Road, NW2 7SN
(Roll 806, 11 - 18, Social Priority School)
Headmistress: Mrs M.B. Lee
Required as soon as possible - until the end of the Summer Term, to cover maternity leave.

Two temporary TEACHERS for ENGLISH (Scale 1 to G.C.E. 'O' Level).

London Allowance of £987 per annum is payable.

Brent is an Equal Opportunities employer.

Brent is fundamentally committed to Multi-Cultural Education.

Application forms (sae) obtainable from the Headteacher returnable within 10 days. (59561) 132422

DEVON
Please see displayed advertisement on Page 55. (59995) 132422

EAST SUSSEX
ROBERTSBRIDGE SCHOOL
Knelle Road, Robertsbridge TN32 5EA
Comprehensive mixed, 11 - 16. Roll: 375
Required from September 1st: Teacher of English - Scale 1. Able to teach CSE/GCE 'O' level; willingness to offer a second subject - History or French - to Lower School.

Relocation grants available in approved cases.

Application forms and details (sae please) from and returnable to the Head Teacher. Closing date April 10th. (52311) 132422

HAVERING
LONDON BOROUGH OF HAVERING
HALL MEAD SCHOOL
Marlborough Gardens, Upminster RM14 1SF
(Roll 938 Mixed)
Tel: Upminster 25684
Headteacher: B.E. Saunders, B.A.
Temporary Teacher of English, Scale 1, required for the Summer Term, or as soon as possible, to cover maternity leave of absence.

Letters of application giving full curriculum vitae and the names of two referees should be sent to the Headteacher. (59973) 132422

HERTFORDSHIRE
HEATHCOTE SCHOOL
Shephall Green, Stevenage SG2 9XT
Head Mr K. Walsh
All-ability 11 - 18 mixed school, 900 on roll
Required for September 1984, a fully qualified teacher of Drama and English Scale 1, to teach throughout the school. Drama is taught as part of Creative Studies in years 1 - 3 and as part of an innovative Leisure Art programme in years 4 and 5. There are also extensive opportunities for extra curricular drama. The successful applicant will also be a member of the English Department and will initially have the opportunity to teach in years 1 - 3 with the possibility in the future of 'A' level work for a suitably qualified person. Candidates must have formal qualification in both Drama and English.

Please write for further details to the Headmaster, sae please. (52959) 132422

NORTHUMBERLAND
HAYDON BRIDGE COUN
HIGH
Haydon Bridge, Hexham
6LR
(Group 11, 13 - 18 Comprehensive, 720 pupils inc. 140 in 6th Form)
Required from 30.4.84 a.s.a.p. thereafter, RESIDENTIAL TEACHER (Scale 1) English/French. Residential day week for which allowance of £1,401 p.a. payable, charge of £833 p.a. board and lodgings.

Removal expenses may be payable.

Application form (foolscap sae), returnable 9.4.84 to Head. In interest of economy unsuccessful applicants will receive no further notification. If you have not heard by 21.5.84, you may assume you have been unsuccessful. (52239)

SURREY
EDUCATION COMMITTEE
COURT LODGE COMPREHENSIVE SCHOOL
Horley
(12 - 18 Mixed Comp. ENOR 595 54 Sixth Form)
ENGLISH Scale 1 enthusiastic teacher required September 1984. Possibility of examination work up to A level. Interest in DRAMA and willingness to contribute to extra curricular activities an advantage.

Contact Head Tel: 2016/6485. (52122)

Geography

Heads of Department

ESSEX
THE GILBERD SCHOOL
Brinkley Lane, Off Severalls Lane, Colchester CO4 4PE
(Roll 1200 : Mixed 11 - 18)
Tel: Colchester 842811
HEAD OF GEOGRAPHY, Scale 3
Required September 1984. Experienced graduate with drive and initiative to develop the department following completion of reorganisation. Brand new facilities. Closing date: 12th April, 1984.

Further details and application form from the Headteacher (foolscap sae please). (52040)

ISLE OF MAN
BOARD OF EDUCATION
THE DOUGLAS HIGH SCHOOL
Co-Ed Comprehensive - on roll
Required for September 1984, Head of Geography (Scale 3) to lead a strong department and teach to university entrance level.

Application forms and further details can be obtained, on receipt of a stamped addressed envelope, from the Headmaster, Douglas High School, Douglas, Isle of Man, to whom completed forms should be returned by 24th April, 1984. (59256)

WEST SUSSEX
SOUTHERN AREA
DURRINGTON HIGH SCHOOL
The Boulevard, Worthing
This 12 - 16 co-educational comprehensive school of 1,450 on roll requires for September HEAD OF GEOGRAPHY (Scale 3). An experienced enthusiast capable of making a major contribution in a generally favourable working environment is sought.

Details and forms of application from Headmaster (s.a.f.e.) to whom completed applications should be returned by 16th April.

Scale 1 Posts

BERKSHIRE
KENDRICK GIRLS' GRAMMAR SCHOOL
London Road, Reading, Berks. RG1 5BN
N.O.R. 570 (6th Form 180)
Required for September 1984 TEACHER OF GEOGRAPHY (Scale 1) to 'O' and 'A' Level. The school follows the London O-Level syllabus and the successful candidate will be expected to teach both human and physical geography to 'A' Level. Qualifications at 'A' Level, and interest in field work is an advantage. Young teachers welcome and are especially invited to apply.

Further details are available from the Headmistress to whom application by letter with full c.v. should be made a.s.a.p.

Closing date April 1984.

Berkshire County Council is an equal opportunity employer. (59489)

CORNWALL
EDUCATION COMMITTEE

FALMOUTH SCHOOL
Trescobeas Road, Falmouth, Cornwall TR11 4LH

Group No. 12, No. on Roll 1534, Sixth Form of

GEOGRAPHY TEACHER SCALE 1

Temporary for one year a teacher is required for September 1984 until August 1985. Fully qualified teacher of Geography, able to teach Geology, is also desirable, and interest in field work essential.

Please apply by letter (including curriculum vitae and names and addresses of two referees) to the Headteacher. (52808)

SECONDARY GEOGRAPHY
continued

DORSET
BEAUFORT SCHOOL, Southbourne,
Beaufort Road, Bournemouth BH6 5LB
Required September 1984 Teacher of Geography. Scale 1.

Application forms and further details from the Headmaster on receipt of s.a.e. (52202) 132622

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
FARTOWN HIGH SCHOOL
Woodhouse Hall Road, Huddersfield HD2 1DJ
(Ref. 466)
Required for Summer Term 1984 a temporary teacher of GEOGRAPHY - SCALE 1 in this 11 - 16 comprehensive school.

Letters of application with curriculum vitae and the names and addresses of two referees to the Headteacher at the school as soon as possible. (52243) 132622

NORTH LONDON
FRIERN BARNET GRAMMAR SCHOOL
Friern Barnet Road, London N11 3DR
Tel: 01-368 3777
250 boys (11 - 16)
Wanted for September 1984, a recently trained graduate to teach half a timetable of Geography to 'O'-level and half a timetable of another useful subject. The successful applicant will have a distinguished teaching practice record and a proven professional commitment to the academic grammar school tradition.

Interviews will be in May. Salary negotiable.

Applications together with the names, addresses & telephone numbers of two scholastic referees should be sent to the Headmaster. A new entrant to the profession is sought. (60812) 132622

SURREY
EDUCATION COMMITTEE
WOODHATCH SCHOOL
Reigate
(12 - 16 Mixed Comp. ENOR 544)
GEOGRAPHY Scale 1
Teacher required September 1984. Teach to CSE/O level standard.

Experience in GYSL an advantage.

Contact Head Tel: Reigate 43166. (52131) 132622

History

Heads of Department

HUMBERSIDE
EDUCATION COMMITTEE

GRIMSBY DIVISION

HEALING COMPREHENSIVE SCHOOL
Healing

Number on Roll 690

Headmaster: C. Pritchard, B.Sc., C.Chem., F.R.S.C.

Required for September, 1984:

HEAD OF HISTORY, SCALE 3

The person appointed will be expected to accept full responsibility for the teaching of History throughout the school and make a significant contribution to an area of pastoral work within the school. The department enjoys the popularity of pupils and has a successful external examinations record. C.S.E. and 'O' level courses are well established. The Schools' Council History Project is currently taught in the Lower School and it is expected this will continue to 16plus examinations.

Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (64458) 132818

Scale 1 Posts

BERKSHIRE
THE WILLINK SCHOOL
School Lane, Burghfield Common, RG7 3XJ
N.O.R. 820 (mixed 11 - 18 Comprehensive)
Required for September 1984 TEACHER OF HISTORY (Scale 1). Opportunity to teach at all levels, and to develop Economics as a Sixth form subject. The school is 6 miles south-west of Reading and is conveniently situated for Basingstoke and Newbury.

Application forms and further details from the Headteacher.

Closing date April 13th, 1984.

Berkshire County Council is an equal opportunity employer. (59482) 132822

DEVON
Please see displayed advertisement on Page 55. (59992) 132822

DONCASTER
HATFIELD HIGH SCHOOL
Ash Hill, Hatfield, Doncaster DN7 6JH

Tel: Doncaster 840961

Required for Easter 1984 two temporary teachers for History. Ability to teach 'O' and 'A' Level work an advantage.

Apply by letter to the Headmaster, supplying a curriculum vitae and the names and addresses of two referees as soon as possible. (52430) 132822

HISTORY GRADUATE — Sevenoaks School — See Page 68. (52087) 132822

Home Economics

Heads of Department

BERKSHIRE
LITTLE HEATH SCHOOL
Little Heath Road, Tilehurst, Reading, Berks.
N.O.R. 1250 (11 - 18 comprehensive mixed)
Required for September 1984. HEAD OF HOME ECONOMICS (Scale 3) to join an active and forward looking department in this school in the pleasant suburbs of West Reading. Textiles, Home Economics and Child Development are taught to CSE, 'O' and 'A' Level, and the department takes a major role in the Social Education Programme.

Applications including c.v. and the names and addresses of two referees to the Headmaster a.s.a.p. (SAE).

Closing date April 13th, 1984.

Berkshire County Council is an equal opportunity employer. (59488) 133018

ESSEX
CULVERHOUSE SCHOOL
Dalgian Drive, South Ockendon
(Roll 870)
Tel: South Ockendon 853060
HEAD OF ECONOMICS, Scale 3
(Re-Advertisement)
Applications are invited from suitably qualified and experienced teachers at this school to commence in September 1984. Special Priority Area (£201 p.a. rising to £276 p.a.) and Outer Fringe (£213 p.a.) Allowances are payable.

Further information and application forms available from the Headteacher (foolscap s.a.e. please).

ST. MARTIN'S SCHOOL
Hanging Hill Lane, Hutton, Brentwood
(Roll 1120)
Tel: 0277 227650
HEAD OF H.E., Scale 3
Required September, applicants should have a knowledge of and sympathy for the modern approach as well as being able to teach to CSE, 'O' and 'A' levels.

Curriculum vitae to the Headteacher with two referees (foolscap s.a.e. please). (52055) 133018

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
NORHAM HIGH SCHOOL
Alnwick Avenue, North Shields, Tyne and Wear NE29 7BU
Headteacher: Mr. A.R. Moyse, B.A.
Required for 1st September 1984.

Scale 4 HEAD of HOME ECONOMICS to lead a department with excellent standards and traditions. Courses in food and nutrition, dress and textiles taken to C.S.E. and 'O' level.

Applications forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement. (52217) 133018

Scale 2 Posts and above

EAST SUSSEX
ROBERTSBRIDGE SCHOOL
Knelle Road, Robertsbridge TN32 5EA
Comprehensive mixed, 11 - 16. Roll: 375
Required from September 1st. Teacher in charge of Needlecraft (Scale 2) with emphasis on Textiles, Fashion and Design.

Relocation grants available in approved cases.

Application forms and details (sae please) from and returnable to the Head Teacher. Closing date April 10th. (52314) 133020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
RAINHAM MARK GRAMMAR SCHOOL
Co-educational 11 - 18, 960 pupils, 220 in Sixth Form
HOME ECONOMICS, Scale 2
Required for September an experienced qualified specialist teacher to be responsible for Home Economics, Food and Nutrition. The post offers every opportunity to develop the subject which is taught throughout the school; 'O' and 'A' level already established. The Department is in a modern purpose-built open plan building.

Further details may be obtained from, and applications made to: Dr. R. Keen, Headmaster, Rainham Mark Grammar School, Pump Lane, Rainham, Gillingham, Kent ME8 7AJ (s.a.e. please).

TONBRIDGE GRAMMAR SCHOOL FOR GIRLS
Deakin Leas, Tonbridge, Kent
(940 on roll, including 260 in Sixth Form)
REQUIRED for September 1984 a teacher to take charge of the Domestic Science Department and to teach the Ordinary Level Food and Nutrition and Advanced Level Home Economics syllabuses. Between 30 and 40 girls are entered annually at Ordinary Level.

A Scale 2 post is available for a suitably qualified and experienced applicant.

Please apply immediately to the Head Mistress at the School with full professional details and the names and addresses of two referees, and s.a.e. (no forms). (52518) 133020

NORTHAMPTONSHIRE
KETTERING MONTAGU SCHOOL
Weekley Glebe Road, Kettering, Northants. NN16 9NS

TEACHER OF HOME ECONOMICS, SCALE 2

Required for September 1984, a suitably qualified and experienced teacher for the above post.

Forms and further information are obtainable from the Headmaster, to whom they should be returned within two weeks of the date of this advertisement. (SAE please). (52064) 133020

SURREY
EDUCATION COMMITTEE
THE BISHOP WAND C. OF E. (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury-on-Thames, Middlesex TW16 6LP
Required for September, teacher of HOME ECONOMICS to A/Level, at this all-ability 11 - 18 co-educational school, 670 on roll, including 135 in the Sixth Form. Ability to contribute to related subject areas, such as Child Development Studies and Personal and Social Education, and to teach a classroom subject in the Lower School, a distinct advantage. An experienced and well-qualified teacher could be considered for the Headship of the Home Economics Department, Scale 2.

Candidates should be happy to work within a caring community broadly based on Christian values. Fringe London Allowance.

Details and application forms available from the Headmaster, D.G. Jones, M.A., (Tel: Sunbury-on-Thames 87537). (59037) 133020

Scale 1 Posts

ESSEX
THORPE BAY HIGH SCHOOL
Southchurch Boulevard, Southend-on-Sea SS2 4UY
(Roll 1020)
Tel: 586123
TEACHER OF HOME ECONOMICS AND CHILD CARE, Scale 1
Required Summer Term. Qualified teacher. Excellent facilities.

Apply by letter as soon as possible to the Headteacher (foolscap s.a.e. please). (52260) 133022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DOWNS SCHOOL
Green Street Green Road, Dartford DA1 1QE
Roll 1700 (Mixed)
Temporary teacher for Home Economics required from September, 1984, to cover maternity leave. Good facilities. Scale 1, Fringe Allowance. Candidates seeking first appointments considered.

Applications to Headmaster with full curriculum vitae, s.a.e. and names of two referees.

MAIDSTONE DIVISION
ST. SIMON STOCK RC SCHOOL
Oakwood Park, Maidstone ME16 0JP
Required September, 1984, Teacher of Home Economics and Art. This is a mixed wide ability Catholic school (roll 780) with an expanding 6th Form. The successful candidate will be required to teach cookery to A Level and a broadly based Art syllabus in the Lower School. This is a new post which will provide the opportunity for an energetic and creative person to play an important role in developing Creative Studies, within a reorganised and extended suite of classrooms which is nearing completion.

Apply by letter with curriculum vitae and names of referees (including a Priest if appropriate) to the Head Teacher (s.a.e.). (52517) 133022

LANCASHIRE
BOLTON SCHOOL, GIRLS' DIVISION
Chorley New Road, Bolton, Lancs. BL1 4PB

800 girls (200 Sixth Form)

Required for September 1984, a well qualified and experienced teacher to take charge of Home Economics.

Apply by letter enclosing full C.V. and names and addresses of two referees, immediately to the Headmistress. (No forms). (64456) 133022

LONDON
ST. ANGELA'S URSULINE CONVENT
Forest Gate, London E7
Girls' Comprehensive School
870 on roll
Required summer term only temporary teacher for Home Economics. scale 1.

Please apply in writing giving names and addresses of two referees and enclosing s.a.e. (52014) 133022

NORTHUMBERLAND
BLYTH TYNEDALE COUNTY HIGH
Tynedale Drive, Blyth NE24 4LN
(Group 10, 13 - 18 Comprehensive, 780 pupils inc. 75 in 6th Form)
Required from Sept. 1984 HOME ECONOMICS TEACHER (Scale 1). Will be expected to teach Food and Fashion courses at all levels. Candidates should indicate what contribution they could make to general life of school. Removal expenses/ lodging allowance may be payable.

Application form (foolscap sae), returnable 13.4.84, from Head. In interest of economy, unsuccessful applicants will receive no further notification. If you have not heard by 25.5.84, you may assume you have been unsuccessful. (52239) 133022

OXFORDSHIRE
COUNTY COUNCIL
WHEATLEY PARK SCHOOL
Holton, Oxford OX9 1QH
Comprehensive 11 - 18 Roll 1160
Required from Mid-May, due to Maternity Leave, a temporary full-time teacher of Home Economics.

Apply to the Headteacher outlining age, qualifications, experience and names of two referees. Further particulars available upon receipt of S.A.E. (52114) 133022

Humanities

Scale 1 Posts

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
PRIORY SCHOOL
Littleworth Lane, Lundwood, Barnsley S71 5RG
(11 - 16 Mixed Comprehensive NOR 930)
Headteacher: Mr. D.A.L. Every, B.A., M.Ed., F.R.G.S.
Required for September 1984 TEACHER OF GEOGRAPHY (SCALE 1).

To join a department which prepares pupils for 'O' and 'CSE' level courses within Geography for the Young School Leaver. Initially, some Mathematics teaching will be required. The school is very interested in CBL developments and candidates will be expected to become involved. A willingness to assist with residential fieldwork is also a priority.

Applications from enthusiastic newcomers to the profession will be welcomed.

Further details and application forms are available from the Headteacher of the School (SAE please) to whom they should be returned within two weeks of the appearance of this advertisement. (60384) 133222

Mathematics

Heads of Department

BURY
METROPOLITAN BOROUGH OF BURY

TEACHING APPOINTMENT

Head of Maths (Scale 4)

required at
ST. GABRIEL'S R.C. HIGH SCHOOL
Bridge Road, Bury BL9 0TZ

for 1st September 1984. Roman Catholic preferred. Previous candidates will be considered.

Application forms and further details obtainable from and returnable to the Head Teacher at the school by Friday 13th April 1984. (59535) 133418

DEVON
Please see displayed advertisement on Page 55. (59982) 133418

HEREFORD AND WORCESTER
COUNTY COUNCIL

THE WOODRUSH HIGH SCHOOL
Shawhurst Lane, Hollywood, Birmingham B47 5JN

(11 - 18)

Required for September, 1984, a well qualified experienced teacher of Mathematics to be second in the Mathematics Department (Scale 3). The holder of the post will be required to teach Mathematics throughout the school and the ability to teach 'A' level Pure Mathematics is essential. S.M.P. is taught up to the 5th year followed by a traditional 'A' level.

Initial letter of application with curriculum vitae and a stamped addressed envelope to the Head of the School from whom further details and an application form may be obtained. (59443) 133418

HERTFORDSHIRE
FRANCIS COMBE SCHOOL
Horseshoe Lane, Garston, Watford
Required September, well qualified and experienced teacher to be Head of Mathematics and lead the department through a period of great change. Courses up to 'A' level with Computer Studies. It is hoped that the department will work closely with the development of Technology, Scale 4 plus London fringe allowance £258.

Apply by letter to Headmaster giving names and addresses of two referees and curriculum vitae. (59500) 133418

HERTFORDSHIRE
BOWES LYON HIGH SCHOOL
Bedford Road, Hitchin, Herts. SG5 2UR
Tel: Hitchin 2748
Head of Mathematics, Scale 4 required for September 1984. Applications are invited from suitably experienced, qualified, graduate teachers with a specialist qualification in mathematics. Candidates should have had relevant teaching experience across the complete ability range, including successful preparation for 'A', 'O' and CSE level examinations.

The school offers 'S' level and 'A' level in Pure Maths, Applied Maths, and Statistics, and the 'O' level courses are on a traditional modern syllabus. The school has a strong Computer Science Department.

Details of the post are available on receipt of sae. Applications in writing with CV and names of two referees (no forms), to the Headmaster at the school as soon as possible. (52271) 133418

ilea

Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£987 p.a.) is made in addition to the appropriate Burnham salary scale.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

SECONDARY SCHOOLS

DEPUTY HEADSHIP
GEOFFREY CHAUCER (SM)
Harper Road, SE1
Tel: 01-407 6877
Roll: 830
Headmaster: M. F. B. Read
Required from September 1984, Second Master/Mistress (Deputy Headteacher Salary), who will have a major role in the senior management team with particular responsibility for leading and inspiring the academic provision of the school and in developing staff to their full potential in order to serve the varied needs of our pupils.

ENGLISH
MOUNT CARMEL RC (SG)
Eden Grove, Lough Road, N7
Tel: 01-607 7065
Roll: 537
Headmistress: Miss M. F. Chittick
Required from September – Second in the English Department, Scale 2, to teach throughout the school and across the ability range to examination level. The department offers courses in language and literature to CSE and O level.

ST URSULA'S CONVENT RC (SG)
Crooms Hill, Greenwich, SE10 8HN
Tel: 01-858 4613
Roll: 575
Headmistress: Sr Elizabeth Campbell
Required from September, teacher for English, Scale 2, to A level with responsibility for drama throughout the school. Please apply to the Headmistress enclosing cv, the names of two referees and a copy of a recent testimonial.

GEOGRAPHY
SALESIAN COLLEGE (SB)
Surrey Lane, Battersea, SW11 3PB
Tel: 01-228 2857
Roll: 710
Headmaster: Rev M. Blackburn SDB
Required from Easter to Christmas, for two terms only, full-time teacher of Geography. Apply with names and addresses of two referees and cv to the Headmaster.

MATHEMATICS
Head of Department
WANDSWORTH (SB)
Sutherland Grove, Southfields, SW18
Tel: 01-788 4253
Roll: 950
Required from September 1984: Head of Mathematics, Scale 4, to lead a large and well organised department. Mathematics and Computing are taught up to and including A level.

1) Second i/c Mathematics, Scale 3. Based in the upper school and will deputise for the Head of Department and will undertake specific duties within the department.

2) Teacher of Mathematics, Scale 2. Ability to teach to A level essential. An interest in Computer Studies would be an advantage.

Posts of Responsibility
MOUNT CARMEL RC (SG)
Eden Grove, Lough Road, N7
Tel: 01-607 7065
Roll: 537
Headmaster: Miss M. F. Chittick
Required from September – Second in the Mathematics Department, Scale 2, to teach throughout the age and ability range to CSE and O level. Candidates should be well qualified and experienced with proven ability.

WALWORTH (SM)
Shorncliffe Road, SE1 5UJ
Tel: 01-703 5431
Roll: 1,248
Headmaster: Brinley Morgan
Required from September 1984, or earlier if possible:

MODERN LANGUAGES
MOUNT CARMEL RC (SG)
Eden Grove, Lough Road, N7
Tel: 01-607 7065
Roll: 537
Headmistress: Miss M. F. Chittick
Required from September – Head of Modern Languages, Scale 4, to lead a strong department offering courses in French, Italian and Spanish to examination level. The study of a foreign language is compulsory in the first 3 years and becomes optional in fourth and fifth years. Candidates should have proven administrative experience.

RELIGIOUS EDUCATION
KIDBROOKE (SM)
Corelli Road, SE3 8EP
Tel: 01-856 2211
Roll: 1,570
Headmaster: G. R. de Spinoza
1) Required from September 1984. Head of RE, Scale 3, to lead a department of three. The subject is taught to CSE, O and A level standard with mixed ability in the first 3 years.
2) Required from 30 April 1984, for one term only, teacher of Religious Studies. Scale 1.

SPECIAL EDUCATION

CHERRY GARDENS (ESN(S))
Macks Road, SE16 3XU
Tel: 01-237 4050
Roll: 62 (all age mixed)
Required from September 1984, teacher, Scale 3(S) to be responsible for Curriculum Development throughout the school. Visits essential.

OTHER APPOINTMENTS

FULHAM INTERMEDIATE TREATMENT CENTRE

Teacher, Scale 2, for this Centre which is run by the London Borough of Hammersmith and Fulham. The Centre provides an education and social work programme for young people at risk to prevent their possible reception into residential care or custody. The youngsters are predominately fourth and fifth year pupils. The successful applicant will be responsible for the Centre's educational programme and will also be expected to develop joint areas of work with the social workers and participate fully in planning for individual youngsters. He/She should be committed to team work. Applicants are advised to visit the Centre and should contact the Project Leader David Lewis on 01-731 4907. Application form and job specification from Divisional Education Officer (Ref: Man/IL), 50 Brook Green, W6 7BJ. Tel: 01-603 3388, Ext. 251.

SECONDARY MATHEMATICS
continued

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
KING JAMES'S SCHOOL
St. Helen's Gate,
Almondbury, Huddersfield
HD4 6SG
(Ref. 470)

Required from September 1984, HEAD OF MATHEMATICS AND COMPUTER STUDIES in this mixed 6 F.E. comprehensive school. SCALE 4. The person appointed must be capable of teaching Mathematics to university entrance level together with an interest in Computers.

Application forms from the Head Teacher to whom completed forms must be returned within 14 days of this notice. (52240) 133418

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
NORFOLK SCHOOL
Cradock Road, Sheffield S2 2JX

12 - 18 mixed comprehensive
Required for September, 1984 a Head of Mathematics, Scale 4.

Application forms and further details are available from the Headteacher at the school, to whom completed forms should be returned by FRIDAY, 13 APRIL. (59527) 133418

WEST SUSSEX

SOUTHERN AREA
KING'S MANOR SCHOOL
Kingston Lane, Shoreham-by-Sea
12 - 18 Mixed
Comprehensive, 1600 on roll

Required September HEAD OF DEPARTMENT MATHEMATICS (Scale 4). Very successful department offering wide range of courses, including C.S.E. and G.C.E. 'O', 'A' and 'S' levels and also Statistics and Computer Studies. Applicants must be able to present clear evidence of successful teaching to all levels of ability and have the ability to administer efficiently and smoothly a large department.

Assistance will be given with removal and resettlement expenses in approved cases.

Application form and details from Headmaster (s.a.f.e.). (59087) 133418

Scale 2 Posts and above

DUDLEY

See under Sixth Form and Tertiary Colleges and Scale 3. (59572) 133420

HERTFORDSHIRE

FRANCIS COMBE SCHOOL
Horseshoe Lane, Garston,
Watford

Required September, an experienced teacher of Science with Mathematics as a second subject. The successful candidate will be expected to co-ordinate the established general science courses including links with local industry projects, with the work of the Mathematics and Technology department. An interest in the extension of Computer Studies is desired but not essential. Scale 2 plus London fringe allowance £258.

Apply by letter to Headmaster giving names and addresses of two referees and curriculum vitae. (59489) 133420

BUCKINGHAMSHIRE

MILTON KEYNES AREA
DENBIGH SCHOOL
Cornwall Grove, Bletchley,
Milton Keynes MK3 7HU
Head of Mathematics, Scale 4, in the Maths and Science Faculty

Required for September 1984, an experienced graduate mathematician with leadership qualities to take charge of a Department of eight in this mixed 12 to 18 comprehensive school of 1050 pupils, including 100 in the sixth form. Applicants will need to be concerned with all abilities and be prepared to alter and adjust the syllabus in the light of the Cockcroft Report. Sixth Form teaching will be essential.

This is a senior post and the successful candidate will be expected to undertake wider responsibilities within the school.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Apply by letter to the Headteacher, E.J. Corrin, M.A., and please enclose a foolscap stamped addressed envelope with your application for further details. (52820) 133420

ESSEX

THE TENDRINGS HIGH SCHOOL
Rochford Way, Frinton-on-Sea
(Roll 1260)
Tel: Frinton 2116

TEACHER OF MATHEMATICS, Scale 2
Required September 1984, to teach Mathematics to all ages and carry some Departmental responsibility in this 11 - 18 Comprehensive School.

Application forms and further details from the Headteacher (foolscap s.a.e. please). (52037) 133420

HAMPSHIRE

HARDLEY COMPREHENSIVE SCHOOL
Long Lane, Fawley,
Southampton
(12 - 16)
N.O.R. 844 approx.
SCALE 1

Enthusiastic teacher as second in Mathematics Department. Required September 1984.

Application and curriculum vitae together with s.a.e. to Headteacher. (59092) 133420

NORTHAMPTONSHIRE

THE FERRERS SCHOOL
Queens Way, Higham Ferrers, Wellingborough,
Northants NN9 8LF

The Ferrers School is an 11 - 18 coeducational Comprehensive School (Group 10) which opened in 1980 and starts its sixth form in September 1984

Required for September 1984 a well qualified and experienced TEACHER (SCALE 3) TO BE SECOND IN THE MATHEMATICS DEPARTMENT. The person appointed will be expected to teach across the whole age and ability range up to 'A' level. He/she will be expected to play a major role in the day-to-day running of the department and its course development under the overall leadership of the Head of Department who is also the Head of Faculty.

Application forms and further details from the Headmistress (SAE please).

Closing date 9 April 1984. (52532) 133420

EDUCATION DEPARTMENT

CLWYD LEA/MSC, T.V.E.I. PROJECT

This Project consists of 5 schools supported by a

Technical Vocational Centre

located at Bodelwyddan Castle just off the main A55 road some 5 miles from Rhyl.

The Head of the Centre (which is to open in September, 1984) together with a team of three Senior Tutors in Computing, Electronics, and Control Technology have already been appointed and we are now seeking to make a fourth appointment to this team i.e.

SENIOR TUTOR IN BUSINESS STUDIES

on the Soulbury Scale (and Conditions of Service) at Head Group VI Salary (i.e. £12,264 (x4)–£13,497).

The Technical/Vocational Centre (which is being fully equipped with industrial standard modern equipment) will provide experiential learning projects for students, initially from the five TVEI schools and later possibly from a wider catchment.

All members of the tutorial team will be engaged in the design and running of these "learning by doing" projects and will also be involved in the in-service education of teachers.

Applicants for this Business Studies post should have an understanding (preferably based upon real experience) of how technical ideas can be converted into enterprises involving raising of finance, keeping of accounts, marketing of products etc. Familiarity with relevant aspects of information technology will be highly desirable.

In addition applicants will need to have some teaching experience in the area of Business Studies in F.E. and/or school situations.

Further information and application forms are available from the undersigned to whom they should be returned no later than *15th April, 1984.*

John Howard Davies,
Director of Education
Shire Hall,
Mold
21.3.84
(9847)

CLWYD COUNTY COUNCIL

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD GRAMMAR SCHOOL
(702 boys) Founded 1576

Required in September an experienced graduate to be second in a strong Mathematics Department with much Advanced Level teaching in this voluntary controlled boys' selective school. Scale 3. £256 Fringe Allowance. Assistance with extra-curricular activities will be welcome.

Letters of application to the Headmaster, Dartford Grammar School, West Hill, Dartford, Kent DA1 2HW, should include a full curriculum vitae, the names of two referees and a foolscap s.a.e. for information.

SWALE DIVISION
THE SHEPPEY SCHOOL
Headmaster: R. O. Barson, B.A.
Fully comprehensive mixed upper school 13 - 18 years.
1800 plus on roll

Required for September 1984 teacher of MATHEMATICS Scale 2. The successful candidate will be responsible for the organisation of CSE Arithmetic. There is the possibility of Sixth Form work for a suitably qualified teacher.

Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent ME12 3JQ. (52516) 133420

LIVERPOOL

LIVERPOOL EDUCATION COMMITTEE

ASSISTANT TEACHER FOR MATHEMATICS

Scale 2

NOTRE DAME R.C. COMPREHENSIVE (GIRLS)
Everton Valley, Liverpool
L4 4EZ

Required for September 1984.

Application forms and further particulars obtainable from (SAE) the Head Teacher. To be returned by 9 April 1984.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (59451) 133420

Scale 1 Posts

AVON COUNTY

WORLE SCHOOL
Redwing Drive, Worle,
Weston-super-Mare BS22 8XJ
(Purpose-built 11 - 16 comprehensive)

Required for September 1984, full-time Teacher of Mathematics (Scale 1) on fixed term contract until August 1985.

Letters of application to the Headteacher immediately, giving full details of qualifications, experience and names of two referees, enclosing sae.

Avon is an equal opportunities employer. (64420) 133422

BERKSHIRE

TURNPIKE SCHOOL
Avon Way, Newbury, Berks.
N.O.R. 730

Required for Summer Term, and longer if possible TEACHER OF MATHEMATICS (Scale 1). Work up to CSE Standard Years 1 - 4. Willingness to offer computer studies an advantage but not essential.

Please write or phone Headmaster. (N. 43703) for further details.

Closing date April 9th, 1984.

Berkshire County Council is an equal opportunity employer. (59483) 133422

BERKSHIRE

LANGLEYWOOD SCHOOL
Langley Road, Slough SL3 7EF
N.O.R. 720

Required for September 1984, TWO TEACHERS OF MATHEMATICS (Scale 1 - possibility of Scale 2 for one post). Ability to assist in the Computing Department would be desirable. Mathematics courses leading to CSE and O Level are taught by a lively team of specialist Mathematicians.

Letters of application with full c.v. with names and addresses of two referees to Headmaster (SAE).

Berkshire County Council is an equal opportunity employer. (59484) 133422

BHUTAN AND NIGERIA

Maths teachers required to teach in BHUTAN and NIGERIA from August 1984 for two years. A variety of posts available ranging from secondary school teaching to primary teacher training (for primary maths specialists).

For details of terms of service and address, see VSO advertisement in Overseas Section. (52351) 133422

BUCKINGHAMSHIRE

COUNTY COUNCIL
BRIDGEWATER HALL SCHOOL
Stantonbury Campus, Milton Keynes, Bucks. MK14 6BN
Head Teacher: Michael A. Davies, M.A.
Roll: 1207
Scale/Group: SCALE 1

Required: SEPTEMBER 1984. Teacher of Mathematics: opportunity to join a lively faculty. Ability to teach to 'A' level and/or experience of individualised schemes helpful. S.M.I.L.E. operates in the first two years and there is a long term commitment to mixed ability learning and team teaching.

Immediate application by letter - quoting TWO referees - to: Michael A. Davies, Deputy Director & Head of Bridgewater Hall School, Stantonbury Campus, Milton Keynes, Bucks. MK14 6BN.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area. [illegible] 133422

CAMBRIDGESHIRE

COLERIDGE COMMUNITY COLLEGE

Required for September a teacher of Mathematics (Scale 1) in this 11 - 16 comprehensive School with approximately 700 pupils on roll. Interest in Computing an advantage.

Application forms and further details from the Principal, Coleridge Community College, Radegund Road, Cambridge CB1 3RJ (large s.a.e. please). (59454) 133422

DEVON

Please see displayed advertisement on Page 55. (59989) 133422

DONCASTER

D.M.B.C.
Education Department,
Princegate, Doncaster DN1 3EP

Tel: Doncaster 4041

Required for the Summer Term 1984.

SUPPLY TEACHERS, Scale 1, for MATHEMATICS in various secondary schools within the Authority.

Application forms are available from the above address to whom they should be returned as soon as possible. (64431) 133422

EAST SUSSEX

ROBERTSBRIDGE SCHOOL
Knelle Road, Robertsbridge
TN32 5EA
Comprehensive mixed, 11 - 16. Roll: 375

Required from September 1st: Teacher of Mathematics - Scale 1. Able to teach to CSE/GCE 'O' level. S.M.P. courses throughout the school.

Relocation grants available in approved cases.

Application forms and details (sae please) from and returnable to the Head Teacher. Closing date April 10th. (52313) 133422

ENFIELD

LONDON BOROUGH OF ENFIELD
ENFIELD GRAMMAR SCHOOL
Market Place, Enfield, Middx.
(Founded 1558)

There will be a vacancy in September, 1984, in this Voluntary Controlled, 11 - 18, comprehensive school for boys for a teacher of MATHEMATICS (Scale 1) to teach the subject throughout the school and Computer Studies in years 4 and 5.

Applications from teachers seeking a first appointment will be welcomed.

London Allowance, £645.

Applications, enclosing a curriculum vitae and the names of two references, should be made by letter to the Headmaster at the School as soon as possible. (59532) 133422

HAMPSHIRE

THE BOHUNT SCHOOL
Longmoor Road, Liphook
GU30 7NY
11 - 16 Mix Community School. N.O.R. 1000

Required September 1984. Mathematics and Computer Studies to 'O' and C.S.E. Level.

Letter of application with full curriculum vitae, two referees and S.A.E. to Headteacher. (64416) 133422

HAMPSHIRE

HARDLEY COMPREHENSIVE SCHOOL
Long Lane, Fawley,
Southampton
(12 - 16)
N.O.R. 844 Approx.
SCALE 1

Enthusiastic teacher of Mathematics. Applications are restricted to students seeking a first teaching appointment.

Required September 1984,

Applications and curriculum vitae together with s.a.e. to Headteacher. (59091) 133422

HAMPSHIRE

QUEEN MARY'S COLLEGE
Cliddesden Road, Basingstoke
RG21 3HF
(1200 mixed)

Required September, 1984 in this expanding comprehensive sixth-form college, graduate to teach Mathematics and Computer Studies. Staff are appointed as personal tutors as well as subject teachers.

S.a.e. for details to the Principal. (59099) 133422

HAVERING

LONDON BOROUGH OF HAVERING
THE ROYAL LIBERTY SCHOOL
Upper Brentwood Road,
Gidea Park, Romford RM2 6HJ
(Roll 683 Boys)
Tel: Romford 40544
Headteacher: J.P. Coles, M.A.

Required for September 1984, teacher of Mathematics up to CSE and 'O' level. Interest in Computer Studies and boys games an advantage. Scale 2 post available to experienced teacher but applications from the newly qualified welcome.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (59974) 133422

HAVERING

LONDON BOROUGH OF HAVERING
HALL MEAD SCHOOL
Marlborough Gardens,
Cranham, Upminster RM14 1SF
(Roll 938 Mixed)
Tel: Upminster 25684
Headteacher: B.E. Saunders, B.A.

TEMPORARY TEACHER OF MATHEMATICS, Scale 1
Required as soon as possible until the end of the Summer Term.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. [illegible] 133422

HEREFORD AND WORCESTER

COUNTY COUNCIL

BISHOP OF HEREFORD'S BLUECOAT SCHOOL
Tupsley, Hereford HR1 1UU

Voluntary Aided; Mixed 11 - 16 1,200 pupils

Required for September, 1984, a teacher of Mathematics to teach up to 'O' level (Scale 1). An ability to assist with computer studies would be an advantage. The Governors seek to appoint a teacher who will be in sympathy with the Christian aims of the school, and who will want to make an all round contribution to school life.

Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (59446) 133422

HERTFORDSHIRE

FRANCIS COMBE SCHOOL
Horseshoe Lane, Garston,
Watford

Required September, Teacher of Mathematics to join a department enjoying a considerable change of direction. The successful candidate should bring vigour and the belief that mathematics is a challenging, vital and exciting centre of the curriculum. Teaching available up to 'A' level.

Scale 1 plus London fringe allowance £258.

Apply by letter to Headmaster giving names and addresses of two referees and curriculum vitae. (52101) 133422

HERTFORDSHIRE

PARMITER'S SCHOOL
High Elms Lane, Garston,
Watford
Voluntary Aided, mixed all ability, 5 form entry.
Founded 1681

Required September. Graduate teacher of Mathematics to join a well organised and flourishing department, teaching up to 'A' level. There are 38 pupils studying A level Mathematics in the 6th form. An ability to teach Computer Studies to O level and a willingness to help with extra-curricular activities will be an advantage.

Scale 1 plus London fringe allowance £258.

Further details from Headmaster, to whom application and curriculum vitae and names and addresses of two referees should be sent as soon as possible. (52102) 133422

HERTFORDSHIRE

HEATHCOTE SCHOOL
Shephall Green, Stevenage
SG2 9XT
Head Mr. K. Walsh
All-ability 11 - 18 mixed school, 900 on roll

Required for September 1984, teacher of Mathematics, Scale 1. An enthusiastic graduate to teach across the entire age and ability range. The Department has a high degree of success including students undertaking double 'A' Level and 'S' Level. The Hertfordshire Computer Managed Scheme is taught in years 1 and 2 and the Department is now developing courses in years 3 - 5 based on the S.M.P. 11 - 16 scheme. 'A' Level work will probably be immediately available to the successful applicant.

Please write for further details to the Headmaster, s.a.e. please. (52034) 133422

HERTFORDSHIRE

SIMON BALLE SCHOOL
Mangrove Road, Hertford
SG13 8AJ

Required for September a teacher of MATHEMATICS (Scale 1) to join a strong department at this five-form-entry, 11 - 18 all-ability, mixed school. There are 100 pupils in the sixth form of whom 40 are studying Maths or Further Maths at GCE A level. Courses based on SMP are taught throughout the school and results at all levels are good. There will be the opportunity to teach at all levels and abilities (including the sixth form) for a well qualified candidate. Computer studies is currently expanding in the school and applicants willing to contribute in this area would be welcomed though this is not an essential requirement.

Letters of application (no forms) containing the names of two referees should be sent to the Headmaster at the school as soon as possible. (52280) 133422

HERTFORDSHIRE

BEAUMONT SCHOOL
Oakwood Drive, St. Albans
AL4 0XB
Head: Mr. C.R. Isted

Required for September at this 11 - 18 mixed all-ability school a well-qualified teacher of Mathematics (scale 1). The vacancy arises because of the expansion of the department.

Apply by letter giving names and addresses of two referees to the headmaster at the school, enclosing s.a.e. (52263) 133422

HILLINGDON

LONDON BOROUGH OF HILLINGDON

QUEENSMEAD SCHOOL
Queen's Walk, Ruislip,
Middlesex HA4 0LS

(Number on roll 980 - 100 sixth form)

MATHEMATICS

Required for May 1984 for one term only a Scale 1 teacher of Mathematics for Years 1 - 5. An ability to offer Computer Awareness courses in Year 2 would be advantageous.

Queensmead is a 6fe 11 - 18 comprehensive school. Facilities include a Maths Laboratory. Maths courses are largely tradional in nature.

Please apply as soon as possible by letter to the Head of the School giving full details of qualifications and experience and stating names and addresses of two referees. Outer London Allowance Payable. [illegible] 133422

HOUNSLOW

THE HEATHLAND SCHOOL
Wellington Road South,
Hounslow, Middx.
Tel: 01-572 4411
Head: Geoffrey J. Samuel
J.P., M.A.
Roll: 1360 including 200
Sixth Form

Required for May 1984, one term only (in the first instance), for this mixed comprehensive school which opened in 1973 and which is situated on the edge of Hounslow Heath.

Teacher of Mathematics (Scale 1).

A well qualified and enthusiastic teacher to join a large and active all graduate department. The Mathematics suite of rooms includes a well equipped laboratory and computer room. The main syllabus is modern in approach but with an emphasis on basic skills and techniques. The post offers wide experience with pupils of all ages and abilities and there are well established courses for 'O' level and CSE examinations in Mathematics, Statistics and Computer Studies. Mathematics is popular in a strong Sixth Form with six groups of Advanced and Further Mathematics.

Letters of application (no forms) within seven days to the Head giving details of qualifications and the names of two referees.

LONDON ALLOWANCE £645 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER
(52238)

HUMBERSIDE

EDUCATION COMMITTEE

GRIMSBY DIVISION

WALTHAM TOLL BAR SCHOOL
Station Road, New Waltham

Required for September, 1984:

TEACHER OF PHYSICS AND MATHEMATICS

This is a comprehensive school in modern purpose built premises in a rural area surrounded by open fields. It serves the delightful area from the Lincolnshire Wolds to the East Coast.

The Physics Department is well established with large numbers of boys and girls taking the 16 plus examination. Physics is popular with the 'A' level students. The Science Block is very well equipped with 11 laboratories and well serves by its Technicians.

The strong Mathematics Department has 11 staff and is based in its own suite of rooms. The school has a number of micro processors and related accessories as well as its own computer terminal. Pupils study the best of both modern and traditional Mathematics in the lower school where they are taught in sets.

Advanced level work may be available for suitably qualified candidates.

Enthusiasm and a willingness to play a full part in the life of the school are sought.

Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (64475) 13342

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE SCHOOL FOR GIRLS

This is an Upper School in a Kent two tier Secondary Scheme. There is a six-form entry of high ability at 13 plus and a Sixth Form of 3 based on a split site.

Headmistress: Mrs. E.G. Blackburn, B.Sc.(Econ).

Required in September a Graduate Mathematician to teach at both Ordinary and Advanced level. This is an important subject in the school with a large number of Advanced level candidates. Some specialisation in Statistics would be an advantage.

Please apply by letter to the Headmistress at the school at Huntsman Lane, Maidstone with copies of curriculum vitae, testimonials and/or names and addresses of referees.

MAIDSTONE GRAMMAR SCHOOL
Barton Road, Maidstone
ME15 7BT
Headmaster: P.A.J. Pettit
M.A. D.Phil.

Required for September graduate to teach MATHEMATICS in this selective School of 930 boys (in the Sixth Form). This is an excellent opportunity for a well qualified mathematician to start teaching with considerable 'A' level work in a large and well-organised department. Candidates should ideally be qualified in the teaching of Computer Science also.

Help with extra-curricular activities, especially CCF would be a recommendation.

Apply with c.v. and names of referees directly to the Headmaster.

MAIDSTONE DIVISION - VINTNERS BOYS' SCHOOL
Huntsman Lane, Maidstone,
ME14 5DT
(Roll 94). Boys 11 - 1

Required September 1984, Mathematics well-qualified specialist to join specialist team of eight. Facilities for teaching of Mathematics and Computer Studies are excellent and the post offers both stimulating challenges and good prospects for the right applicant.

Apply by letter to the Head Teacher giving curriculum vitae, and names of two professional referees. [illegible]

THE TIMES EDUCATIONAL SUPPLEMENT 30.3.84

SECONDARY MATHS
continued

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN SCHOOL
Queen Elizabeth Road,
Kingston upon Thames,
Surrey, KT2 6RL
(A Voluntary Controlled Grammar School of 875 Boys, 275 in the Sixth Form)

Required in September 1984 a well-qualified young Graduate to teach MATHEMATICS throughout the School, including a share of work in the Sixth Form to 'A' and 'S' levels, and COMPUTER STUDIES.

A willingness and the ability to assist with coaching games (Rugby and Cricket), Rowing, Scouts, chess or school societies will be welcome.

Salary: Burnham Scale 1, plus London Allowance £645.

Applications immediately to the Headmaster at the School, together with full curriculum vitae and the names of three referees. (52366) 133422

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
ALL SAINTS' RC HIGH SCHOOL
Bradley Bar, Huddersfield
HD2 2JT
(Ref. 465)

Required for September 1984 a graduate teacher of MATHEMATICS, SCALE 1. A wide range of teaching throughout the school would be required, and for a suitably qualified person 'A' level work is available. An ability to teach compulsory would be an added advantage.

Further particulars and application forms available from the Headmaster (S.A.F.E. please) & should be returned within 2 weeks of this advertisement.

WHITCLIFFE MOUNT SCHOOL
Turnstead Avenue,
Cleckheaton, West Yorkshire
BD19 3AQ
(Ref. 469)
13 - 19 (1,400 plus 240 sixth form) co-education

Required for September 1984, SCALE 1. A graduate teacher of MATHEMATICS, able to teach one or more aspects of the subject to 'A' level and to teach throughout the age and ability range in a large Department.

The school is situated in a residential area within one mile of Junction 26 on M62.

Letters of applications with a full curriculum vitae and names of two professional referees should reach the Headmaster, from whom further details may be obtained as soon as possible. (Tel: 0274 876707). (52242) 133422

LONDON

BLACKHEATH HIGH SCHOOL
(G.P.D.S.T.)
Wemyss Road, Blackheath, SE3 0TF

Required for September 1984 - a full-time graduate Mathematician to teach throughout the school. Some experience of computing would be an asset. Scale post available for suitably qualified candidate.

Please apply to the Headmistress, enclosing Curriculum Vitae, and the names of two referees. (52010) 133422

LONDON

ST. URSULA'S CONVENT RC GIRLS' COMPREHENSIVE SCHOOL
Crooms Hill, Greenwich, SE10 8HN
(Voluntary Aided)
Tel: 858 4613
Roll 575

Teacher for Mathematics to 'A' level - Scale 1
Qualified teacher required to join strong department. Possibility of a Scale 2 post in Careers for suitable experienced teacher.

Please apply to the headmistress enclosing curriculum vitae, the names of two referees and a copy of a recent testimonial, or phone the school for an application form. (52898) 133422

NEWHAM

LONDON BOROUGH OF NEWHAM
ROKEBY SCHOOL
Pitchford Street, London E15 4RZ
Head Teacher: A. J. McQuiggan
Number on roll: 954 (Boys)

TEACHER OF MATHEMATICS AND ECONOMICS
Scale 1
Required SEPTEMBER 1984.

Both departments are supportive and the School is sensitive to the in-service training needs of its new teachers.

Apply directly to the Head Teacher with a curriculum vitae and the names of two referees as soon as possible. Details of the School will be sent and prospective candidates invited to visit.

LONDON ALLOWANCE £ plus Social Priority Allowance.

DIRECTOR OF EDUCATION, Education Offices, 379/ High Street, Stratford E15. An Equal Opportunity Employer. (52609) 133422

NORTH YORKSHIRE

COUNTY COUNCIL
LADY LUMLEY'S SCHOOL
Swainsea Lane, Pickering
YO18 8NG
11 - 18 mixed comprehensive (Roll 880; sixth form 110 - 115) situated in an attractive market town on the southern edge of the North York Moors.

Required for September 1984 an assistant teacher of MATHEMATICS (Scale 1) to teach up to 'A' level. The applicant should also have an ability to teach computer studies up to 'O' level. Send S.A.E. for application form and further details to the Headmaster at the school. [illegible] 133422

NORTH YORKSHIRE

COUNTY COUNCIL
WHITBY SCHOOL
Prospect Hill, Whitby YO21 1LA
COMPREHENSIVE: 14 - 18: 980 pupils (240 Sixth Form)

Required September 1984, teacher of MATHEMATICS (Scale 1) to join major department in upper tier comprehensive serving wide rural area. Opportunity for involvement in variety of courses throughout the school including Advanced Level work.

Applications by letter with full curriculum vitae, two referees (s.a.e. requested) to Headmaster from whom further details may be obtained. (52208) 133422

OXFORDSHIRE

COUNTY COUNCIL
BANBURY SCHOOL
Ruskin Road, Banbury OX16 9HY
(Federal, 2200 pupils in 3 Halls, 11 - 15, Upper School and Area VI Centre 15 - 19)

Required from 30th April, due to Maternity Leave, a temporary fulltime teacher of Mathematics.

Further details available from the Principal at the above address or telephone Banbury 51451. S.A.E. please. (52115) 133422

SHROPSHIRE

EDUCATION COMMITTEE

STIRCHLEY UPPER SCHOOL
13-18 District Centre,
Stirchley, Telford TF3 1FA

Permanent teacher of Mathematics to A level in large expanding school, Scale 1 from September 1984.

Application forms and further details from the Head (SAE). (59955) 133422

SHROPSHIRE

EDUCATION COMMITTEE

THE GROVE SCHOOL
Market Drayton,
Shropshire TF9 1HF

Required for September a Mathematics specialist for work at all levels.

Application forms and further details from the Head (S.A.E.). (52848) 133422

SHROPSHIRE

EDUCATION COMMITTEE

WILLIAM BROOKES SCHOOL
Much Wenlock, Shropshire
TF13 6NB

11 - 18 Comprehensive, 960 pupils

Required for September, 1984, a teacher of Maths to join a lively Department and to teach throughout the age and ability range.

Details and forms from the Head (S.A.E.). Applications to arrive by April, 9th 1984. (52847) 133422

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
MONKWEARMOUTH SCHOOL
Torver Crescent, Sunderland
SR6 8LG
(GROUP 13)

Required for September, 1984:-

TEACHER OF MATHEMATICS (Scale 1) to work in a large and progressive department. Opportunities exist for a suitably qualified candidate to contribute to all levels of teaching throughout the School.

Application forms obtainable from the headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 13th April, 1984. (52219) 133422

SURREY

EDUCATION COMMITTEE
HEATHSIDE SCHOOL
Brooklands Lane, Weybridge
(12 - 16 Mixed Comp. NOR. 645)

MATHEMATICS Scale 1 teacher required September 1984. Able to teach subject to O level. Ability to offer statistics to O level or computer studies an advantage but not essential.

Contact Head (SAE please). (64470) 133422

SUTTON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
GREENSHAW HIGH SCHOOL
Grennell Road, Sutton, Surrey
SM1 3DY
(6 form entry, 11 - 18 mixed comprehensive, approx. 1200 on roll)

MATHEMATICS, SCALE 1
Required September 1984, a graduate to join a successful and expanding department. The successful candidate should be able to teach pure mathematics with statistics to GCE 'A' Level.

Apply by letter to the headteacher, enclosing curriculum vitae and names and addresses of two referees. (52364) 133422

WALSALL

METROPOLITAN BOROUGH
EDUCATION COMMITTEE
POOL HAYES COMPREHENSIVE SCHOOL
Castle Drive, Willenhall WV12 4QZ

GRADUATE TEACHING OF MATHS - Scale 1
Required for September, 1984 to take the subject to all levels of age and ability within this 11 - 18 mixed community school. An interest in computers and/or active tutorial work would be a distinct advantage.

Closing date 10 April 1984.

Application forms and further details are obtainable from the Headteacher of the school concerned enclosing an sae.

This Authority is an equal opportunity employer. (52298) 133422

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
SIR GEORGE MONOUX SCHOOL
Chingford Rd., London E17
Head: Mr. A. Brockman

REQUIRED FOR SEPTEMBER MATHEMATICS TEACHER SCALE 1 (plus Outer London Allowance) required in this comprehensive school for boys aged 14 - 19 years (850 on roll). An interest in Computing or Mathematics for the less able would be an advantage.

Contact Headteacher for Application Form and further details (send s.a.e.).

Closing date: 13th April, 1984. Ref. No. P90/635. (52052) 133422

Modern Languages

Heads of Department

AVON COUNTY

THE RIDINGS HIGH SCHOOL
Winterbourne, Bristol BS17 1JL
(11 - 18 mixed comprehensive, 1550 on roll, 170 in 6th Form)

An enthusiastic, experienced and well qualified graduate in French and German required from September 1984 to assume responsibilities as Head of Modern Languages Faculty (Scale 4). French and German are offered in the main school with the addition of Spanish at 6th form level.

Pupils of all abilities are encouraged to study one or more languages within courses ranging from SW Credit Schemes to 'A' and 'S' level. There is an established programme of visits to and exchanges with France and Germany. Language Assistants are employed. You will be expected to lead a team of eight colleagues in all administration, discipline, and teaching matters within the faculty.

Letters of application to the Headteacher immediately, giving full details of qualifications, experience and names of 2 referees, enclosing sae.

Avon is an Equal Opportunities Employer. (59435) 133618

CAMBRIDGESHIRE

HUNTINGDON AREA

AILWYN COMMUNITY
11–14 COMPREHENSIVE SCHOOL
Ramsey, Cambs. PE17 1DG

Required for September HEAD OF MODERN LANGUAGES, Scale 3. Applicants should be well qualified and have experience of modern methods of language teaching. The successful candidate will be required to liaise with the Upper Tier School.

Application forms and further details from the Principal ... (SAE please). Closing date 13th April. (64421) 133618

CAMBRIDGESHIRE

HUNTINGDON AREA

SAWTRY VILLAGE COLLEGE
Pen Lane, Sawtry, Cambs
PE17 5TQ

11 - 16 comprehensive mixed

Required for September, Scale 3 HEAD OF MODERN LANGUAGES (French and German) to teach throughout the school.

Application forms and further details from the Warden (large SAE please). Closing date 13th April. (59591) 133618

DORSET

PARKSTONE GRAMMAR SCHOOL
Sopers Lane, Poole
(705 Girls on roll, 250 in Sixth Form)

Required September 1984. An experienced Good Honours Graduate as Head of Modern Languages Department. (Scale 4). This is a large Department with an excellent examination record.

French is taught to all in the main school (12 - 16) and to approximately 60 in the sixth form. German and Spanish are also optional choices. The Head of Department will be expected to teach French including 'O' and 'A' level work and will help prepare candidates for 'S' level and Oxbridge entrance.

Application forms and further details from the Headmistress on receipt of s.a.e. (60000) 133618

MID GLAMORGAN

COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
RHYMNEY VALLEY DISTRICT
LEWIS GIRLS COMPREHENSIVE SCHOOL
Ystrad Mynach

Required for September 1984, as Head of Subject, Honours Graduate in Spanish, preferably with supporting Portuguese, to introduce and develop a second modern foreign language throughout the age and ability range and to assist in the teaching of French to at least 'O' level. The teacher appointed will join a highly successful and progressive languages team committed to communicative goals and graded tests. Candidates should have a high level of oral proficiency and be willing to assist with pupil exchanges. Scale 2.

Ystrad Mynach is situated within easy reach of Newport, Cardiff, and Pontypridd.

Application forms to be returned by 18th April 1984, obtainable on receipt of a stamped, addressed, foolscap envelope from The District Education Officer, District Education Office, Caerphilly Road, Ystrad Mynach, Hengoed.

Canvassing will disqualify. (59566) 133618

Teach on exchange or go on a course abroad.

See overseas and education courses columns. (57385) 133618

Scale 2 Posts and above

BEDFORDSHIRE

NORTHERN AREA
SANDY UPPER SCHOOL AND COMMUNITY COLLEGE
Engayne Avenue, Sandy,
Beds. SG19 1BL
HEADMASTER: Mr. J. Francombe
Tel: Sandy 80598
13 - 18 Co-educational comprehensive Upper School
Number on roll: 1150

Required for September 1984, an honours graduate, scale two, to teach French in a well equipped, lively and flourishing department. Special responsibilities would include the preparation of materials for the language laboratory and for the French studies C.S.E. course, as well as a share of the advanced level teaching.

Assistance with the French exchange is also expected.

Application forms and further details from the Headmaster, S.A.E. please.

Closing date: 10th April 1984. (52866) 133620

DEVON

Please see displayed advertisement on Page 55. (59987) 133620

NORTHAMPTONSHIRE

GOLDINGS MIDDLE SCHOOL
Crestwood Road, Lings Way, Northampton NN3 4JJ

RE-ADVERTISEMENT

HEAD OF FRENCH - SCALE 2 POST AVAILABLE FOR SUITABLY QUALIFIED AND EXPERIENCED APPLICANT

Required September, 1984 for this purpose built Group 7 Middle School. Involvement as member of 3rd/4th year team. Certain opportunities for pastoral and other teaching skills to be developed. Keen and enthuusastic teacher essential.

Previous applicants will be considered.

Application forms and other details from the Headmaster, SAE please.

Closing date 13th April 1984. (52528) 133620

Teach on exchange or go on a course aborud.

See overseas and education courses columns. (57383) 133620

Scale 1 Posts

BEDFORDSHIRE

SOUTHERN AREA
DENBIGH HIGH SCHOOL
Luton, Beds.
Please see under Secondary, Other than by subject. (52284) 133622

BERKSHIRE

FURZE PLATT COMPREHENSIVE
Furze Platt Road,
Maidenhead, Berks. SL6 7NQ
N.O.R. 1050 (6FE co-ed)

Required for September 1984, ASSISTANT TEACHER OF FRENCH (Scale 1). Preference will be given to applicants able to offer also German and/or Latin. French and German are taught to 'O' Level. An ability to help with foreign visits/exchanges an advantage.

Apply immediately by letter to the Headmaster stating age, qualifications, experience and other relevant information, and naming two referees.

Berkshire County Council is an equal opportunity employer. (59476) 133622

BUCKINGHAMSHIRE

MILTON KEYNES AREA
LORD GREY SCHOOL
Rickley Lane, Bletchley,
Milton Keynes MK3 6EW

Required from 30 April 1984 for one term only, a teacher of French. Scale 1.

Application immediately by letter to the Headteacher, Mr G. Hughes, B.Sc., giving full curriculum vitae and the names and addresses of two referees. (52824) 133622

BURY

METROPOLITAN BOROUGH OF BURY

TEACHING APPOINTMENT

Teacher (Scale 1)

required at
ST. PETER'S R.C. HIGH
Bury Old Road, Prestwich,
Manchester M25 5JH

for 1st September 1984 to teach Spanish and French to 'O' Level.

Application forms and further details obtainable from and returnable to the Head Teacher at the school by Friday 13th April, 1984. (59536) 133622

BURY

METROPOLITAN BOROUGH OF BURY

TEACHING APPOINTMENT

Teacher (Scale 1)

required at
WOODHEY HIGH SCHOOL
Bolton Road West,
Ramsbottom, Bury BL0 9QZ

for 1st September 1984 to teach Spanish and French to 'O' Level.

Application forms and further details obtainable from and returnable to the Head Teacher at the school by Friday 13th April, 1984. (59534) 133622

COVENTRY CITY COUNCIL

Assistant Teachers

required September 1984 unless otherwise stated at:

(1) Alderman Callow School and Community College, Mitchell Avenue, CV4 8DY Tel: 0203 467779 (675 on roll)
MATHEMATICS throughout the age and ability range. Scale 2 for suitable candidate. Further details on request from school.

(2) Ernesford Grange School and Community College, Princethorpe Way, CV3 2QD Tel: 0203 453121 (Social Priority School, 1265 on roll)
PHYSICAL EDUCATION Scale 1. Two lively, enthusiastic teachers for Boys' and Girls' P.E. to join a large, integrated Faculty with excellent facilities. This Faculty has developed its curriculum which hopes to cater for the needs of all pupils within the School and Community College. Applicants should be able to teach all aspects of the core P.E. curriculum should be sympathetic to the needs of young people and the need to educate physically for life. A wide and varied programme of community P.E. has been developed and the successful applicants will be expected to contribute. (Time off in lieu will be allowed for this.)

(3) Sidney Stringer School and Community College, Cox Street, CV1 5NL Tel: 0203 51756 (Social Priority School, 1300 on roll)
CO-ORDINATOR FOR ENGLISH AS A SECOND LANGUAGE Scale 3. This is a key post within the Faculty of English. The E2L co-ordinator carries responsibility for a unit for new learners of English, language work for a wide range of learners within main stream English and support and collaborative teaching within all areas of the curriculum. Please ring school for further details before applying.

(4) Stoke Park School and Community College, Dane Road, CV2 4JW. Tel: 0203 450215 (1050 on roll)
(a) MATHEMATICS Scale 1. A suitably qualified candidate to join an experienced Department and to share in the teaching of all age groups and abilities to C.S.E. and J.M.B. 'O' and 'A' level. The school has a recently equipped computer room.
(b) HOME ECONOMICS Scale 1, to teach throughout the school in a well-equipped, open-plan Department. Ability to teach all aspects of the subject and interest in multi-cultural and community education desirable. College leavers welcome to apply.

(5) Woodway Park School and Community College, Wigston Road, CV2 2RH. Tel: 0203 616155 (Social Priority School 800 on roll)
Required Easter or September 1984 HEAD OF ENGLISH Scale 4, to take charge of a large Department in this developing Community College. This is seen as a crucial post and the person appointed will be expected to continue current initiatives, develop new ones and to forge links with the Supportive Studies Department. The range of teaching is wide from Oxbridge entrance to special needs. Further details on request from school.

(6) Cardinal Wiseman R.C. Girls' Comprehensive School, Potters Green Road, CV2 2AJ. Tel: 0203 617231 (Social Priority School, 1090 on Roll)
Required Easter or September 1984 FRENCH Scale 1/2 according to qualifications and experience. Apply to Clerk to the Governors c/o the School.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Head Teacher at the school concerned unless otherwise stated within 10 days of appearance of advertisement.
Enclose S.A.E. if acknowledgement required.
Canvassing disqualifies.

(9899)

an equal opportunity employer

CYNGOR SIR
DYFED
COUNTY COUNCIL

YN EISIAU ERBYN 1af MEDI, 1984

1. YSGOL GYFUN Y STRADE, LLANELLI, SA15 4DH (Grŵp 9).
Athro/Athrawes i ddysgu MATHEMATEG (Graddfa 1). Disgwylir i'r ymgeiswyr fod yn rhugl eu Cymraeg ond ni ddysgir y pwnc trwy gyfrwng y Gymraeg.

Anfoner am ffurflen gais a manylion pellach (rhaid cynnwys amlen ac arni stamp) at y Prifathro. Ceisiadau hefyd i'w dychwelyd AT Y PRIFATHRO erbyn 12fed Ebrill, 1984.

Applications are invited from suitably qualified and experienced teachers for the following posts required for September 1984.

2. QUEEN ELIZABETH MARIDUNUM COMPREHENSIVE SCHOOL, CARMARTHEN, SA31 3NT (Group 11).
a) Teacher of MATHEMATICS (Scale 3).
b) Teacher of ENGLISH (Scale 3).

3. AMMAN VALLEY COMPREHENSIVE SCHOOL, AMMANFORD, SA18 2NN (Group 12).
Teacher of PHYSICS (Scale 2).

4. GWENDRAETH VALLEY COMPREHENSIVE SCHOOL, DREFACH, LLANELLI, SA14 7AB (Group 10).
a) Teacher of BIOLOGY to 'A' level and CHEMISTRY to 'O' level (Scale 2).
b) Head of GIRLS P.E. (Scale 2).

5. LLANDOVERY COUNTY HIGH SCHOOL, LLANDOVERY, SA20 0DY (Group 8).
a) Teacher in charge of BOYS' P.E. The ability to provide some SCIENCE and MATHEMATICS would be an advantage (Scale 2).
b) Teacher in charge of HISTORY (Scale 2).

6. FISHGUARD COMPREHENSIVE SCHOOL, HEOL DYFED, FISHGUARD, SA65 9DT (Group 11).
Head of ENGLISH Department (Scale 4).

7. MILFORD HAVEN CENTRAL SECONDARY SCHOOL, PRIORYVILLE, MILFORD HAVEN, SA73 2JP (Group 11 – Secondary Modern).
Head of MUSIC Department (Scale 3).

8. PEMBROKE COMPREHENSIVE SCHOOL, BUSH, PEMBROKE, SA71 4RL (Group 13).
Head of COMPUTER SCIENCE (Scale 3).

Application forms and further details for post 2–8 available from the appropriate Headteacher on receipt of a stamped addressed envelope. Completed applications should also be returned to the Headteacher by 12th April, 1984.

W. J. PHILLIPS, Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin, SA31 2NH.
W. J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, SA31 2NH.

(9881)

SECONDARY MODERN LANGUAGES
continued

BURY
METROPOLITAN BOROUGH OF BURY

TEACHING APPOINTMENT

Teacher (Scale 1)

required at
ST. GABRIEL'S R.C. HIGH SCHOOL
Bridge Road, Bury BL9 0TZ

for 1st September 1984 for French and Spanish to 'O' Level and to offer Religious Education within the school.

Application forms and further details obtainable from and returnable to the Head Teacher at the school by Friday 13th April 1984. (59553) 133622

CROYDON
LONDON BOROUGH OF CROYDON

NORBURY MANOR BOYS' HIGH
Stanford Road, London SW16

Tel: 01-764 7671/2

Tenable: As soon as possible

A teacher of French and English urgently required in this 11 - 14 Boys High School.

Applications by telephone or letter to the Headmaster.

SALARY - Burnham Scale 1 With London Area Allowance. (52879) 133622

DORSET
WINTON BOYS' SCHOOL
Coronation Avenue, Bournemouth BH9 1TP
(11 - 16 years, 680 on roll)
Required September 1984, Scale 1 Teacher of French and German. An ability to help with boys' games, particularly rugby would be advantageous, although not essential.
Application forms and further details from the Headmaster on receipt of sae. (59019) 133622

DORSET
NEWTON HIGH SCHOOL
Bath Road, Sturminster Newton DT10 1DT
(11 - 16 mixed rural comprehensive - 620 pupils)
Required from 30th April 1984. Temporary Scale one teacher for one or two terms to teach French and/or German to CSE and O Level.
Part time applications also invited to teach either French or German or both.
Letter of application with CV and names and addresses of two referees to the Headteacher as soon as possible. (52288) 133622

ESSEX
MAYFLOWER SCHOOL
Stock Road, Billericay CM12 0RT
(Roll 1646)
Tel: Billericay 3171
LINGUIST, Scale 1 (plus £258 fringe allowance)
Required Easter, graduate to teach to 'A' level French and 'O' level German or other language.
Letter and c.v. plus names of two referees to Headteacher. Further details available. (Foolscap s.a.e. please).

ALEC HUNTER HIGH SCHOOL
Stubbs Lane, Braintree
(Roll 1092)
Tel: (0376) 21813
TEMPORARY FRENCH TEACHER, Scale 1
Required from the beginning of the Summer Term. Teacher of French/French Studies to cover maternity absences. Closing date: 11th April, 1984.
Applications with c.v. and names of two referees direct to the Headteacher (foolscap s.a.e. please).

THE APPLETON SCHOOL
Croft Road, Benfleet SS7 5RN
(Roll 1637)
Tel: South Benfleet 4215
TEACHER OF FRENCH, Scale 1
Required for September 1984, a graduate teacher. The successful applicant will teach the whole age and ability range.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

THE NOTLEY HIGH SCHOOL
Notley Road, Braintree
(Roll 1150)
Tel: 0376 23601
TEACHER OF MODERN LANGUAGES, Scale 1
(Re-Advertisement)
Required for Summer Term only, qualified teacher of French and German, to teach throughout age and ability range.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

ST. HELENA SCHOOL
Sheepen Road, Colchester
(Roll 1006)
Tel: 572253
TEACHER OF FRENCH, Scale 1
Required September. Teacher of French to exam level. Ability to offer Latin an advantage.
Further details and application form from Headteacher (foolscap s.a.e. please). (52057) 133622

HAMPSHIRE
THE ROHUNT SCHOOL
Longmoor Road, Liphook GU30 7NY
11 - 16 Mixed Community School. N.O.R. 1000
Required September 1984, French with Spanish to 'O' and C.S.E. level.
Letter of application with full curriculum vitae, two referees and S.A.E. to Headteacher. (64415) 133622

Unless otherwise stated the following posts are required for September 1984. Application forms and further details are available from the Head of the School on receipt of S.A.E.
Closing date: 13th April, 1984.

PRIMARY: HEADTEACHERS

GROUP 2
NETTLETON COUNTY PRIMARY SCHOOL, Nettleton, Lincs. LN7 6AA. **NOR 41.**
Applications are invited for the post of Head Teacher.

GROUP 1
NEW YORK COUNTY PRIMARY SCHOOL, Boston Road, New York, Lincs. LN4 4XH. **NOR 37.**
Applications are invited for the post of Head Teacher. For both posts send S.A.E. for forms and details to: Divisional Education Officer, Divisional Education Office, Eastfield House, Eastfield Road, Louth, Lincs. LN11 7AN.

SECONDARY: SCALE 1 POSTS

DE ASTON SCHOOL, Market Rasen, Lincs. Group 11 NOR 1088 (including 200 in 6th form).
HEAD OF RURAL STUDIES – required in this 11-18 rural comprehensive school. Opportunity to develop well established department in new directions, including City and Guilds. Ideal candidate should offer Rural Studies and Biology, and possibly Chemistry. Farming experience an asset. Apply by letter with C.V. and names and addresses of two referees to Headmaster. Enquiries welcomed. (Market Rasen 0673 843416).

CHERRY WILLINGHAM COMPREHENSIVE SCHOOL, Croft Lane, Cherry Willingham, Lincs. LN3 4JP. **NOR 495**, (mixed 11-16).
MATHEMATICS – assistant teacher required to CSE and 'O' level standard. Closing date 16th April, 1984.

BANOVALLUM SECONDARY SCHOOL, Boston Road, Horncastle, Lincs. LN9 6DA. Group 9 NOR 585.
ASSISTANT TEACHER – required as soon as possible to join a team developing CDT in the junior end of the school, with a possibility of Scale 2. Initially applicants should also be able to take over courses in Metalwork already begun for senior pupils. A flexible forward looking outlook is as important as experience, and those seeking first appointments will be given serious consideration.

LUMLEY SECONDARY SCHOOL, Skegness, Lincs. PE25 2DY. Group 9 NOR 880.
CDT AND METALWORK – temporary assistant teacher required for one year, because of the secondment of the present holder of the post. The successful applicant will contribute to the teaching of all ages and ability in this 11-16 modern school.

Lincolnshire
County Council

HEREFORD AND WORCESTER
COUNTY COUNCIL

DROITWICH HIGH SCHOOL Ombersley Road, Droitwich, Worcestershire WR9 0AA

(13 - 18)

Required for September, 1984, a Teacher of French in this purpose-built mixed Comprehensive High School of 1,560 pupils in the 13 - 18 age range (Scale 1). French and/or European Studies is taught to all pupils in the School in the first year and a foreign language or language experience is part of the core curriculum for all pupils below the Sixth Form. An ability to teach at all levels of ability in the 13 - 18 age range is sought. While a graduate is preferred for this post, this should not deter other interested applicants.

Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (59448) 133622

HERTFORDSHIRE
THE MOUNTBATTEN SCHOOL
St. Albans Road, Hemel Hempstead
Group 10
750 pupils. 11 - 18 All-ability
Required for September 1984, a well qualified teacher of FRENCH (Scale 1) to join a lively and flourishing Department with considerable Sixth Form work to 'A' Level.
This is a temporary vacancy, initially, as a result of a member of staff taking maternity leave.
Applications, no forms, with names, addresses and telephone numbers of two referees, to the Headmaster. (64436) 133622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD GRAMMAR SCHOOL
(702) Founded 1576
Required in September, a graduate to teach French and German, or just French, to Advanced Level in this voluntary controlled boys' selective school in which French is a core subject. Scale 1, £256 Fringe allowance. Assistance with extra-curricular activities will be welcome.
Letters of application to the Headmaster, Dartford Grammar School, West Hill, Dartford, Kent DA1 2HW, should include a full curriculum vitae, the names of two referees and a foolscap s.a.e. for information.

MAIDSTONE DIVISION
ST. SIMON STOCK RC SCHOOL
Oakwood Park, Maidstone ME16 0JP
Required September, 1984, Graduate Teacher of German with French. This is a mixed wide ability Catholic school (roll 780) with an expanding 6th Form. The successful candidate will join a growing Department and will have the ability to help in the development of A Level German with subsidiary French, ideally to C.S.E. Level.
Apply by letter with curriculum vitae and names of referees (including a Priest if appropriate) to the Head Teacher (s.a.e.). (52314) 133622

NORFOLK
EATON CITY OF NORWICH SCHOOL
Eaton Road, Norwich NR4 6PP

SCALE 1 TEACHER
MODERN LANGUAGES

An enthusiastic graduate able to teach both German and French across the age and ability range is required September 1984. Well equipped language laboratory and audio visual facilities available.

Application forms from and returned to the Headteacher at the school S.a.e. please. (52857) 133622

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
RALPH GARDNER HIGH SCHOOL
Albion Road West, North Shields, Tyne and Wear NE29 0JN
(11 - 16)
Headteacher: Mr. N. Macleod, B.A.
Required for 1st September, 1984.
Scale 1 TEACHER of SPANISH; ability to teach French essential. A Scale 2 post is available for a suitably experienced candidate.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement. (52218) 133622

NORTH YORKSHIRE
COUNTY COUNCIL
THE GRAHAM SCHOOL
Woodlands Drive, Scarborough YO12 6QW
11 - 16 Co-educational, Comprehensive, 1180 on roll
Required for September 1984 a graduate to teach SPANISH and FRENCH throughout the age and ability range.
A scale 2 post is available for an experienced teacher able to take responsibility for Spanish, but applications will also be welcomed from new entrants.
Further details may be obtained from The Headteacher (s.a.e.) at the school, to whom completed applications should be returned within two weeks of the appearance of this advertisement. (60387) 133622

NORTH YORKSHIRE
COUNTY COUNCIL
SCALBY SCHOOL
Fieldstead Crescent, Newby, Scarborough YO12 6TH,
Mixed 11 - 16 comprehensive with 1040 pupils
Required for beginning of Autumn Term 1984, Scale I teacher of FRENCH. An ability to contribute to the teaching of English is essential. Preference would be given to a candidate who would be willing to participate in the wider aspects of school life.
The school serves a wide rural area to the north and west of Scarborough.
For application form, send s.a.e. to the Headmaster at the school to whom completed forms should be returned within ten days of the appearance of this advertisement. (60389) 133622

NORTHUMBERLAND
RESIDENTIAL TEACHER (Scale 1) ENGLISH/FRENCH. See ad. under Secondary English Scale 1. (52228) 133622

SHROPSHIRE
EDUCATION COMMITTEE

BRIDGNORTH ENDOWED SCHOOL
Northgate, Bridgnorth WV16 4ER

11 - 18 Comprehensive
1020 N.O.R.

Required for April, 30th for one term: Temporary part-time teacher of French (4 days per week) mainly in 11 - 14 year old age range.

Apply by letter to the Head as soon as possible giving curriculum vitae and two referees. Telephone enquiries to Bridgnorth 2103. (52852) 133622

SHROPSHIRE
EDUCATION COMMITTEE

BRIDGNORTH ENDOWED SCHOOL
Northgate, Bridgnorth WV16 4ER

FRENCH - SCALE I

11 - 18 Comprehensive,
1020 N.O.R.

For September, 1984 permanent teacher of French Scale 1 to join a successful and committed Department.

Details and forms from the Head (S.A.E.).

Closing Date: Two weeks after the appearance of this advert. (52850) 133622

SHROPSHIRE
EDUCATION COMMITTEE

CROESWAYLAN SCHOOL
Morda Road, Oswestry, Shropshire

11 - 16 Co-educational,
820 on roll

Required for September - teacher of French.

Application forms and further details from the Head (SAE). (52846) 133622

SURREY
EDUCATION COMMITTEE
THE BISHOP WAND C. OF E. (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury-on-Thames, Middlesex TW16 6LP
Required for September, teacher of FRENCH, with other subjects, at this 11 - 18 co-educational school, 870 on roll, including 135 in the Sixth Form. French should be offered at least to Third Year level, and two or more additional subjects, (e.g. English, Religious Studies, Remedial Teaching, History, Geography, Music, P.E.) at least in years one and two. This is a challenging opportunity for a lively teacher, possibly middle-school trained, to be involved in the development of an integrated and coherent Lower School curriculum.
Candidates should be happy to work within a caring community broadly based on Christian values. Fringe London Allowance.
Details and application forms available from the Headmaster, D.G. Jones, M.A., (Tel: Sunbury-on-Thames 87537). (59038) 133622

SURREY
EDUCATION COMMITTEE
ABBOTSFORD SCHOOL
Ashford
(12 - 16 Mixed Comp. ENOR 1150)
FRENCH Scale 1 teacher required September 1984.
Contact Head Tel: Ashford 43824. (64472) 133622

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
MORETON SCHOOL
German - Scale 1
Temporary full time teacher required to teach in the 11 - 14 age range for the Summer Term only in the first instance. Ability to teach some English an advantage.
This is a community comprehensive school for boys and girls aged 11 - 18 on a prominent site overlooking the countryside of Staffordshire and Shropshire.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the [illegible] policy. [illegible]

WALTHAM FOREST
CORPUS CHRISTI HIGH SCHOOL
Goodall Rd., London, E11
Head: Mr. F. White
REQUIRED FOR EASTER TEMPORARY FRENCH TEACHER (1 term) Scale 1 (plus Outer London Allowance) required in this Catholic comprehensive school for pupils aged 11 - 14 years (570 on roll).
Contact Headteacher for Application Form and further details (send s.a.e.).
Ref. No. P73/632. (52049) 133622

Teach on exchange or go on a course abroad.
See overseas and education courses columns. (57386) 133622

Music

Heads of Department

AVON COUNTY
Required for 1 September 1984, a suitably qualified and experienced peripatetic Violin teacher and performer as Head of Strings (Scale 3). To be responsible for the organisation and development of string teaching in the County, to act as a string tutor to the County Orchestra and lead the Avon Concertante in its weekly concerts to schools.
Further details and application form returnable immediately from Senior Music Advisor, County of Avon Music Centre, 6 Iddesleigh Road, Redland, Bristol BS6 6YJ.
Avon is an equal opportunities employer. (64451) 133818

BERKSHIRE
LANGLEYWOOD SECONDARY SCHOOL
Langley Road, Slough SL3 7EF
N.O.R. 720
Required for September 1984, energetic, enthusiastic HEAD OF MUSIC (Scale 2). The ability to continue the development of music throughout the school including orchestra, choir and other ensembles in classical and rock styles would be essential.
Letter of application with full c.v. with names and addresses of two referees to the Headmaster (SAE).
London Fringe Allowance applies.
Berkshire County Council is an equal opportunity employer. (59486) 133818

CAMBRIDGESHIRE
EASTHOLM SCHOOL
Reeves Way, Peterborough PE1 5LQ
(Mixed Comprehensive 11 - 18)
Tel: Peterborough 53241
Head Teacher: Mr. P.C. Francis, B.A.
GROUP 10
REQUIRED FOR SEPTEMBER, 1984:-
HEAD OF MUSIC - SCALE 2.
A suitably qualified and experienced teacher to maintain and develop the teaching of the subject throughout the school to public examination standard. An interest in extending instrumental and choral work out-of-school hours is essential.
Possible housing assistance.
Application form and further details available from the Headmaster at the above address (s.a.e. first class). Closing date 13th April, 1984. (59587) 133818

ESSEX
COLBAYNS HIGH SCHOOL
Clacton-on-Sea
(Roll 1630)
Tel: Clacton-on-Sea 428131
HEAD OF MUSIC, Scale 3
Required September. Scope for choral development. Orchestral work well established. Considerable peripatetic Instrumental help available.
Application form available from Headteacher at school (foolscap s.a.e. please).

NEWPORT FREE GRAMMAR SCHOOL (BOYS' COMPREHENSIVE)
Newport, Saffron Walden CB11 3TR
(Roll 750)
Tel: 0799 40237
HEAD OF MUSIC, Scale 3
Required for September. An energetic person to take charge of and develop the subject including 'O' and 'A' level and as extra-curricular activity. Closing date: 27th April, 1984.
Application form and further details from the Headteacher (foolscap s.a.e. please). (52054) 133818

HERTFORDSHIRE
BUSHEY MEADS SCHOOL
Coldharbour Lane, Bushey
Roll: 850 mixed all ability - 18
Required September, Dir of Music (Scale 2/3 depe on experience plus Lo fringe allowance £25 teach throughout the to 'O' level. A level wo shared between the sta the four schools in the Bu area consortium. The tea appointed will be expected contribute to developing extra curricular musical a vities of the school.
Further details from Headmaster (please s.a.e.). (59498)

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
ST KEVIN'S RC BOYS' COMPREHENSIVE SCHOOL
Roughwood Drive, Northwood, Kirkby, Merseyside L33 9UP
(1000 Boys 11 - 18 years S.P.A. payable)
Required for September 1984 Scale 3 Head of Perform Arts (Drama and Music)
Application forms further details available sending s.a.e. to the Cle the Governors at the school within the next days. (52060)

WARWICKSHIRE
KENILWORTH SCHOOL
Leyes Lane, Kenilworth CV8 2DA

(federal comprehensive - 18, 1,300 on roll)

Applications are inv for September 1984 the post of Head of M and of an expressive A Faculty, Scale 4.

Application form further details avail from the Principal at school, to whom compl forms should be retur by 13th April, 1984. Kenilworth 59405/59 6. (52306)

Scale 2 Posts and

BIRMINGHAM
See Sixth Form Tertiary Colleges Colu Cadbury Sixth Form College.

Scale 3, Head of Mu Display advertise (52816)

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
DENBIGH HIGH SCHOOL
Alexandra Avenue, Luton, Beds.
Headmaster: K. Gilbert, B.Ed., M.Ed.
11 - 16 (M) NOR 1150
Required for September a second member of the Department. Although post would be suitable college leaver, a Scale is available for candi who are seeking promo The school is seeking ordinate the work in Dance and Drama, and fore is looking for a musician and teacher with drive, energy and vision.
Application forms further particulars obtain from and returnable to Headmaster at the school please. (52267)

CAMBRIDGESHIRE
EASTHOLM SCHOOL
Reeves Way, Peterborough PE1 5LQ
(Mixed Comprehensive 11 - 18)
Tel: Peterborough 53241
Head Teacher: Mr. P.C. Francis, B.A.
GROUP 10
REQUIRED FOR APRIL SEPTEMBER, 1984:-
Assistant Teacher of M - Scale 1.
The person appointed be a competent pianist an interest in devel choral and orchestral and teaching to public amination standard. The ity to offer a second su desirable but not essenti The post would be suit for a teacher seeking a appointment.
Possible housing assista
Application forms are av able from the Head Teac Mr. P.C. Francis, B.A. the above address (s.a.e. class). Closing date April, 1984. (59588)

Re-advertisement

VIOLIN TEACHERS

Applications are invited from qualified Teachers who also hold a relevant instrumental teaching diploma for the following appointments.
Scale 2 posts may be available for suitably qualified and well experienced applicants:
Post 1 – To visit Schools and Music Schools in the South of the County.
Post 2 – To visit Schools in the North-East part of the County.
A car is essential for both posts and an allowance is payable for travel.
Removal and disturbance allowance scheme in operation.
Application forms (foolscap s.a.e. please) from County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.
Closing date: 20th April 1984.

ESSEX
County Council

SECONDARY MUSIC
Continued

ENFIELD
LONDON BOROUGH OF ENFIELD
THE BULLSMOOR SCHOOL
Bullsmoor Lane, Enfield, Middx.
Required April 1984, teacher of MUSIC, Scale 1, mainly for years 1 - 3.
This is a temporary post for the Summer Term.
London Allowance, £645.
Application forms (large SAE) and further details obtainable from the Headmaster, to whom they should be returned as soon as possible. (59551) 133822

HAMPSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
COUNTY INSTRUMENTAL TEACHING STAFF
Required for Autumn Term 1984.
Double Bass Teacher.
Burnham or Hampshire Instructors' Scale according to qualifications and experience.
Successful applicants will be encouraged to take part in the extensive schools' recital/workshop programme. There may also be an opportunity to teach pupils under the County Music Award Scheme, for which additional payment is made.
Car essential.
For details and application forms, Large S.A.E. to Head of County Instrumental Teaching Service, County Music Centre, Gordon Road, Winchester, Hants. SO23 7DD.
Completed application forms to be returned by 18th April 1984. (59081) 133822

HAVERING
LONDON BOROUGH OF HAVERING
HALL MEAD SCHOOL
Marlborough Gardens, Upminster RM14 1SF
(Roll 938 Mixed)
Tel: Upminster 25684
Headteacher: B.E. Saunders, B.A.
Required for Easter or September 1984 a well qualified teacher Scale 1 to assist with teaching music throughout the school. Excellent facilities. Preference giving to candidates with proven experience, but newcomers to profession should feel confident in applying. An interest in choral and orchestral work would be a special recommendation. Candidates must be prepared to offer 2nd subject.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (59977) 133822

KENT
THE JUDD SCHOOL
Tonbridge
MUSIC Scale 1 Posts
Required in September at this Voluntary Aided Grammar School of 750 boys, a graduate to teach Music (half a timetable) together with a subsidiary subject(s). Sixth Form work available for well-qualified candidate.
Apply with full details and names and addresses of two referees to the Headmaster (no forms), from whom information about the Music Department is available. (52409) 133822

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FOR EASTER/SEPTEMBER
KELMSCOTT HIGH SCHOOL
Markhouse Road, London, E17
Head: Mr. D. Gillin
MUSIC OR ART TEACHER
SCALE 1 plus LONDON ALLOWANCE - required for the Summer Term in this newly built Comprehensive School for pupils aged 11 - 14 years (590 on roll) to teach either subject. A permanent Music post will be available for September.
Application form and further details available on receipt of s.a.e. from Head Teacher. Ref. No. P99/634. (52080) 133822

WILTSHIRE
COUNTY COUNCIL

PERIPATETIC MUSIC TEACHER
SCALE 1 - WOODWIND

Oboe specialist preferred to work in West Wiltshire schools from 1st September 1984 or earlier if possible. Car owner essential.

Application form and further details from Chief Education Officer (Ref. ST/ERH), County Hall, Trowbridge, BA14 8JB, returnable by 6th April 1984. (64454) 133822

Pastoral

Heads of Department

HAMPSHIRE
THE WILDERN SCHOOL
Wildern Lane, Hedge End, Southampton
11 - 16 Comp. Mixed. NOR 1540 with four vertical houses.
Required September a Scale 4 Senior House Master/Mistress.
Please apply for details from the Headteacher enclosing s.a.e. This is an amended advertisement. (59082) 134018

HAMPSHIRE
TESTWOOD COMPREHENSIVE SCHOOL
Testwood Lane, Totton, Southampton
11 - 16
N.O.R. 940 approx.
SCALE 3
HEAD OF HOUSE
Responsibilities include leadership of a team of tutors developing a tutorial programme. Pastoral responsibility for approximately 180. Required September 1984. Application and curriculum [illegible] with s.a.e. to [illegible] (59581) 134018

SUFFOLK
COUNTY COUNCIL
CLAYDON HIGH SCHOOL
Church Lane, Claydon, Ipswich IP6 0EQ
11 - 16 mixed comprehensive roll 730
HEAD OF YEAR SCALE 3
Required September 1984, an experienced and well qualified teacher to join the pastoral team and to teach ENGLISH across the full age and ability range.
Further details and application forms from the Headmaster, s.a.e. please. Closing date for applications 13th April. (64474) 134018

Physical Education

Heads of Department

DEVON
Please see displayed advertisement on Page 55. (59984) 134218

HERTFORDSHIRE
DAME ALICE OWEN'S SCHOOL
THE DAME ALICE OWEN FOUNDATION - 1613
Dugdale Hill Lane, Potters Bar, Herts.
Voluntary Aided (Mixed) 11 - 18 - 1038 on Roll
Required for Autumn Term, 1984, a suitably qualified and experienced HEAD OF GIRLS PHYSICAL EDUCATION (Scale 2 or 3 depending on experience and qualifications, plus London Fringe Allowance) to teach and organise the subject throughout the age and ability range. Excellent facilities on Green Belt site, including Sports Hall, Gym and Tennis Courts.
Further details and application forms from the Head Master at the school (Foolscap S.A.E. please) to whom all applications should be returned, containing full C.V. and names of two referees. (52870) 134218

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
THE SHEPPEY SCHOOL
Headmaster: R.O. Burson, B.A.
Fully comprehensive mixed upper school 13 - 18 years. 1800 on roll
Required for September 1984 an experienced teacher to lead a successful team of seven as HEAD OF FACULTY OF PHYSICAL AND RECREATIONAL EDUCATION (Scale 4). The vacancy arises through internal promotions.
Further details of the school and the post can be obtained on receipt of a stamped addressed envelope from The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent ME12 3JQ, to whom applications should be submitted by 30th April, 1984. (52509) 134218

OLDHAM
METROPOLITAN BOROUGH

HEAD OF BOYS P.E. - SCALE 3

NORTH CHADDERTON SCHOOL
Chadderton Hall Road, Chadderton, Oldham

Required for September 1984 at this 11 - 18 mixed comprehensive of about 1350 pupils. An experienced teacher is required to lead a large department and to share with the Head of Girls P.E., responsibility for the 'faculty' of P.E. and its excellent resources - Sports Hall, gymnasium and extensive playing fields. The school has a strong sporting tradition and a candidate is sought who will maintain the tradition and ensure the impact of P.E. on the curriculum and school ethos generally.

Application forms/further details (sae please) are available from the Head at the school, returnable to him by the 12th April 1984. (52251) 134218

Scale 1 Posts

CAMBRIDGESHIRE
JACK HUNT SCHOOL
Ledbury Road, Peterborough PE3 6PN
Tel: Peterborough 263526
Head Teacher: Mr. M.H. Taylor, B.A., J.P.
GROUP 11
REQUIRED FOR SUMMER TERM FOR ONE TERM ONLY:-
Teacher of Boys' P.E. Scale 1.
Application by letter enclosing full details and the names and addresses of two referees direct to the Head Teacher at the above address immediately. (59589) 134222

HAVERING
LONDON BOROUGH OF HAVERING
HALL MEAD SCHOOL
Marlborough Gardens, Upminster RM14 1SF
(Roll 938 Mixed)
Tel: Upminster 25684
Headteacher: B.E. Saunders, B.A.
Temporary Teacher of Boys P.E. Scale 1, required for the Summer Term.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (59981) 134222

HERTFORDSHIRE
VERULAM SCHOOL
Brampton Road, St. Albans AL1 4PR
Group 11
910 boys 170 in the Sixth Form.
Required in May TEMPORARY TEACHER, Scale 1, for the Summer Term only, to teach GAMES, PHYSICAL EDUCATION and some HISTORY. A former grammar school now developing as a five form entry all ability boys' school. London fringe allowance payable.
Applications with curriculum vitae and names and addresses of two referees to the Headmaster at the school as soon as possible. [illegible]

HERTFORDSHIRE
ROUNDWOOD PARK SECONDARY SCHOOL
Roundwood Park, Harpenden AL5 3AE
Group 11
Head: Mr. H. Luke
TEACHER FOR BOYS PE AND GAMES
Required for commencement of summer term (May 1st) temporary full-time (one term) in this mixed 5 form entry all-ability 11 - 18 school. Ability to coach cricket and assist with athletics essential. The school has a thriving PE tradition and the appointee will be expected to take a full part in the whole range of activities offered by the department.
Apply by letter to the Headmaster with full c.v. and names and addresses of two referees. Please telephone the school (Harpenden 4984) for further particulars. (52264) 134222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ROBERT NAPIER SCHOOL
Roll 800
Applications are invited for the post of Assistant Teacher of Boys' Physical Education.
Application form and further details available from Mr. M.J. Cannon, Headmaster, Robert Napier School, Third Avenue, Gillingham, Kent (s.a.e. please).

DOVER DIVISION
ASTOR SECONDARY SCHOOL
Astor Avenue, Dover
Required for September - a teacher of girls' Physical Education. Candidates should be prepared to offer an additional subject, preferably Mathematics or Science.
Applications with full curriculum vitae and names and addresses of two referees to the Headteacher at the school. (52507) 134222

LONDON
SKINNERS' COMPANY'S SCHOOL FOR GIRLS
117 Stamford Hill, N16
Tel: 800 7411
REQUIRED FOR APRIL 30th for one term, a qualified teacher of Physical Education to share the work throughout the school.
Please telephone for further details. (64441) 134222

NORFOLK
WYMONDHAM COLLEGE
Wymondham, Norfolk NR18 9SZ
Scale 1 Girls' P.E. Teacher
Required for a temporary appointment for the Summer Term.
Letters of application should be sent to The Headmaster at the College. (52860) 134222

PART-TIME experienced PE Teachers required by expanding Exercise Company, minimum of two evenings per week. High earnings potential. Training provided. Maidenhead (0628) 22908. (52097) 134222

STOCKPORT
TEACHER - GIRLS P.E.
Required for September 1984
Scale 1 (Ref: 2541)
OFFERTON HIGH SCHOOL:
The Fairway, Offerton, Stockport SK2 5DS
This vacancy arises as the result of the promotion of the present post-holder to head of department. A special interest in dance is required.
Application forms obtainable from and returnable to the Headteacher, quoting reference by 13th April 1984. (52018) 134222

SURREY
EDUCATION COMMITTEE
ABBOTSFORD SCHOOL
Ashford
(12 - 16 Mixed Comp. ENOR 1150)
DANCE/PE Scale 1 teacher required September 1984. Willing to assist with development of Performing Arts course.
Contact Head Tel: Ashford 43824. (64471) 134222

WARWICKSHIRE
ALCESTER GRAMMAR SCHOOL
Birmingham Road, Alcester B49 5ED

(mixed selective, 440 on roll, sixth form 140)

Required for September 1984, a qualified teacher of Girls' P.E. and Games, and also able to teach Geography to 'A' level. Promotion to a post of responsibility in the P.E. Department is possible, but Geography teaching is equally as important. Sixth form is the post-sixteen centre for the area.

Written applications, stating full c.v. and the names and addresses of two referees, should be sent to the Head at the school from whom further details are available on receipt of s.a.e. (52307) 134222

Religious Education

Heads of Department

CHESHIRE
EDUCATION COMMITTEE
ST. THOMAS MORE CATHOLIC HIGH SCHOOL
Dane Bank Avenue, Crewe, Cheshire
Tel: Crewe 68014
A 3½ to 4 Form entry Comprehensive school, serving South Cheshire.
HEAD OF RELIGIOUS EDUCATION SCALE 3
Required for September 1984.
Applicants must be practising Roman Catholics.
Further information and forms of application from the Headmaster at the School.
Closing date for application Friday, 13th April 1984. (59976) 134418

HUMBERSIDE
EDUCATION COMMITTEE

GRIMSBY DIVISION

HEREFORD SCHOOL
Westward Ho, Grimsby

Required for September, 1984:

HEAD OF RELIGOUS STUDIES, SCALE 3 in this purpose-built, comprehensive, house-based, 12 - 18 school, competent to assume the wide range of responsibilities including examination courses up to Advanced level, guidance in assemblies, a major contribution to social education programmes and an impact upon the school ethos. The post requires energy, commitment, vision and diplomacy.

Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (64460) 134418

KNOWLSEY
METROPOLITAN BOROUGH OF KNOWLSEY

ST KEVIN'S RC BOYS' COMPREHENSIVE SCHOOL
Roughwood Drive, Northwood, Kirkby, Merseyside L33 9UP

(1000 Boys 11 - 18 years S.P.A. payable)

Required for September 1984: Scale 4 Head of Religious Education.

Application forms and further details available by sending s.a.e. to the Clerk of the Governors at the above school within the next 14 days. (52059) 134418

LONDON
ST. ANGELA'S URSULINE CONVENT
Forest Gate, London E7
Girls' Comprehensive School
870 on roll
Required September 1984 Head of Religious Education, Scale 4.
Please apply in writing to Headmistress giving names and addresses and enclosing s.a.e. (52013) 134418

SHROPSHIRE
EDUCATION COMMITTEE

ADAMS SCHOOL
Wem, Shropshire

Required for September, head of R.E. department, Scale 3, to teach to advanced level.

Application forms and details from the Headmaster (SAE). (52557) 134418

Scale 1 Posts

HILLINGDON
LONDON BOROUGH OF HILLINGDON

DOUAY MARTYRS RC SCHOOL
Edinburgh Drive, Ickenham, Uxbridge UB10 8QY

(number on roll - 870, 95 in Sixth Form)

Headmaster: J.S. Brandon, B.A., B.Sc.

Required for September 1984, Scale 1 teacher of Religous Education/Maths.

Douay Martyrs is an 11/18 years mixed Catholic Comprehensive School situated in a pleasant residential area West of London.

Applicants should be practising Catholics and able to become involved with the Religious Education activities of the school, preferably in the senior age range.

Ability to offer Maths to at least junior forms is essential, although more advanced work is available to a suitable qualified applicant.

The RE department has a team of 5 and the subject is an important part of the core curriculum.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. Closing Date: 10th April 1984.

Outer London Allowance Payable. (64479) 134422

NORFOLK
NOTR DAME HIGH SCHOOL
Surrey Street, Norwich

SCALE 1 TEACHER

The Governors require a committed, creative and inspiring Roman Catholic to join the Religious Education Department from September 1984. The successful candidate will teach across the whole 11 - 18 ability range with examination work to 'O' level standard. An ability to offer one of English, Drama, Spanish or Art will be an advantage but not a necessity.

Application forms and further details are available from Reverend [illegible], Chairman of Governors, c/o Notre Dame High School. S.a.e. please. [illegible]

ST. HELENS
METROPOLITAN BOROUGH OF ST. HELENS

COMMUNITY EDUCATION DEPARTMENT

COWLEY HIGH SCHOOL
Hard Lane, St. Helens WA10 6LB

(11 - 18 years mixed Comprehensive: 1,412 on roll, 253 in sixth form)

R.E. (SCALE 1)

Required for September, 1984, to teach the subject to all levels.

An ability to teach Art would be an advantage.

Application forms are available from the Head Teacher to whom they should be returned immediately.

An equal opportunity Employer. (60382) 134422

SUFFOLK
COUNTY COUNCIL
DENES HIGH SCHOOL
Yarmouth Road, Lowestoft NR32 4AH
13 - 18 Comprehensive (995 on roll)
Required for September, 1984, an Assistant Teacher of Religious Education (Scale 1) to teach the subject throughout the school.
Application forms and further details available from the Headmaster at the school concerned (s.a.e. please), to whom they should be returned. (52079) 134422

Rural Science

Scale 1 Posts

CUMBRIA
COUNTY COUNCIL
CALDEW SCHOOL
Dalston, Carlisle
Mixed, comprehensive, 11 - 18 years, NOR 1,052
Required for September 1984, a Scale 1 Assistant Teacher of Agricultural and Rural Studies, including C.S.E. and T.V.E.I. courses. There is also some commitment to lower school Science.
Application forms and further details are available from the Head to whom completed forms should be returned by 13 April 1984. (S.a.e. please). (52211) 134622

Science

Heads of Department

BIRMINGHAM
See Sixth Form and Tertiary Colleges Column - Cadbury Sixth Form College.

Scale 3, Head of Physics. - Display advertisement.

See Sixth Form and Tertiary Colleges Column - Josiah Mason Sixth Form College.

Head of Physics, Scale 3, Display advertisement. (52815) 134818

Lancashire County Council
An Equal Opportunities Employer

Unless otherwise stated, the following are required for 1st September, 1984, and the closing date is: 12th April, 1984.

Secondary Schools
Forms/further details from/to Headteacher at the school, SAE please.

BLACKPOOL COLLEGIATE HIGH
Highfurlong, Blackpool. (1800 pupils: 1200 11-16, 600 in Separate 6th Form Centre).
GROUP 14 — SECOND MASTER/MISTRESS.
Responsible for the day-to-day management of the 11-16 Section of this Mixed Comprehensive School.

LANCASTER SKERTON COUNTY SECONDARY
Owen Road, Lancaster. (11-16 Mixed: 684 on Roll)
1st May 1984
SCALE 4 — HEAD OF MATHEMATICS

POULTON LE-FYLDE-HODGSON COUNTY HIGH
Moorland Road, Poulton-le-Fylde. (928 on Roll)
SCALE 4 — HEAD OF ENGLISH

LYTHAM ST. ANNES COUNTY HIGH
Worsley Road, Lytham St. Annes. (1446 on Roll — 11-18)
SCALE 4 — HEAD OF FACULTY OF SCIENCE. Well qualified Graduate Physicist with recent 'A' level experience preferred.

MORECAMBE AND HEYSHAM, MORECAMBE HIGH
Dallam Avenue, Morecambe. (1430 on Roll. 185 6th Form; 11-18 Mixed Comprehensive)
SCALE 3 — HEAD OF MUSIC

FLEETWOOD LARKHOLME COUNTY HIGH
Broadwater, Fleetwood. (734 on Roll)
TWO POSTS:
1. **SCALE 3 — HEAD OF GEOGRAPHY**
2. **SCALE 2 — GIRLS' P.E.**

WALTON-LE-DALE, LOSTOCK HALL COUNTY HIGH
Todd Lane North, Lostock Hall, Preston. (834 on Roll)
As soon as possible
SCALE 2 — HEAD OF RELIGIOUS EDUCATION

LANCASTER OUR LADY'S R.C. HIGH (AIDED)
Morecambe Road, Lancaster. (1004 on Roll; Mixed 11—18; 89 in 6th Form)
1st May 1984
SCALE 1 — RELIGIOUS EDUCATION

THORNTON CLEVELEYS MILLFIELD COUNTY HIGH
Belvedere Avenue, Thornton Cleveleys, Blackpool. (1070 on Roll)
SCALE 1 — DESIGN

LYTHAM ST. ANNES COUNTY HIGH
Worsley Road, Lytham St. Annes. (1446 on Roll; 11-18; including 124 in 6th Form)
TWO POSTS:
1. **SCALE 1 — MATHEMATICS TO 'A' LEVEL**
(Re-advertisement)
2. **SCALE 1 — BUSINESS STUDIES & ECONOMICS**

FULWOOD ST. CUTHBERT MAYNE R.C. HIGH (AIDED)
St. Anthony's Drive, Fulwood, Preston. (921 on Roll)
TWO POSTS:
1st May 1984 or as soon as possible.
1. **SCALE 1 - GIRLS' PHYSICAL EDUCATION**
1st September 1984.
2. **SCALE 1 — MATHEMATICS AND COMPUTER STUDIES**

NORDEN COUNTY HIGH
Stourton Street, Rishton, Blackburn. (850 on Roll; Co-Ed 11-16)
SCALE 1 — MATHEMATICS

SECONDARY SCIENCE
continued

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL ECCLESHILL UPPER SCHOOL

Required for September 1984. Head of Technical Science, Scale 3, Physics or Engineering graduate preferred.

The successful candidate will work in the Science Faculty and will be responsible for the organisation and development of the CSE (YHREB) Mode 3 Physics course in Forms 4 and 5. The candidate will also be responsible for the organisation and teaching of the City and Guilds Foundation Course (Engineering) in the Open Sixth Form.

The candidate will be required to teach Physics at all levels up to and including Nuffield Physics.

Two fully equipped Physics laboratories are available, together with technician support.

Application forms may be obtained (sae please) from the Headmaster, Mr K. Lickley, M.A.(Cantab), Eccleshill Upper School, Harrogate Road, Bradford, West Yorkshire BD10 0JE to whom completed forms should be returned by 13 April 1984.

Reference ET 20984/TES.

Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (64491) 134818

HAMPSHIRE

JOHN HUNT OF EVEREST SCHOOL
Popley Way, Basingstoke
RG24 9AB
11 - 16 Mixed Comprehensive
980 on roll

Required September, 1984 Scale 3 Head of Biology, who will also be responsible for general science courses in the school.

Applications with c.v. and the names and addresses of two educational referees to the Headmaster. (59093) 134818

ESSEX

CULVERHOUSE SCHOOL
Daiglen Drive, South Ockendon
(Roll 870)
Tel: South Ockendon 853060
HEAD OF SCIENCE, Scale 4
(Outer Fringe Allowance payable)
(Re-advertisement)

Applications are invited from suitably qualified and experienced teachers to commence in September 1984. An ability to teach Physics to CSE/'O' level would be an advantage, because it would complement the specialisms of other members of the Department. It is anticipated that a building programme will provide new Science laboratories in the near future.

Further information and application forms available from the Headteacher (foolscap s.a.e. please). (52038) 134818

HAVERING

LONDON BOROUGH OF HAVERING
Suttons Lane, Hornchurch
RM12 6RT
(Roll 1026 Mixed)
Tel: Hornchurch 43068
Headteacher: G.A. Macalpine, M.A., M.Sc.

Required for September 1984. Head of Biology (Scale 2). Biology is taught to 'A' level. Experience with General Science in Years 4 and 5 would be an advantage. The school has well equipped laboratories, a greenhouse and a pond and is well supported by a team of technicians.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. Closing date: Friday 13th April, 1984. (59972) 134818

CYNGOR SIR GWYNEDD COUNTY COUNCIL

ADRAN ADDYSG
YSGOLION UWCHRADD

Ffurflenni cais a manylion pellach i'r swyddi isod i'w cael gan y Cyfarwyddwr Addysg, Swyddfa Addysg, Lôn Priestley, Caernarfon. (Anfoner amlen wedi'i chyfeirio a'i stampio). Dyddiad cau 13 Ebrill 1984.

Yn eisiau ar gyfer Medi 1984:

YSGOL DYFFRYN NANTLLE, Penygroes
(Cyfun 11–18; 670 o ddisgyblion)
DIRPRWY BRIFATHRO/BRIFATHRAWES i'r ysgol naturiol Gymraeg hon. Bydd y person a benodir yn raddedig, yn athro profiadol ac yn berson a all gyfrannu'n helaeth i reoliad a datblygiad yr ysgol. Cyflog Dirprwy Brifathro Grŵp 9.

YSGOL EIFIONYDD, Porthmadog
(Cyfun 11–18; 656 o ddisgyblion)
UWCH ATHRO/ATHRAWES. Athro/Athrawes profiadol a graddedig i ymgymryd â dyletswyddau cyffredinol, a chyda chyfrifoldeb am y merched yn arbennig. Bydd gofyn am rywfaint o ddysgu, yn dibynnu ar gymhwyster yr ymgeisydd llwyddiannus. Cyflog Dirprwy Brifathro Grŵp 9.

YSGOL GYFUN LLANGEFNI
(Cyfun 11–18; 1,050 o ddisgyblion)
UWCH ATHRO/ATHRAWES. Gwahoddir ceisiadau am y swydd allweddol hon oddi wrth athrawon â chymwysterau da a phrofiad llwyddiannus. Disgwylir i'r sawl a benodir wneud cyfraniad sylweddol i ddatblygiadau cwricwlaidd, polisïau asesu a hyfforddiant mewn swydd, yn ogystal â chyfrifoldebau penodol eraill. Cyflog Dirprwy Brifathro Grŵp 11.

Ffurflenni cais ar gyfer y swyddi isod i'w cael gan Brifathro'r ysgol ac i'w dychwelyd iddo erbyn 13 Ebrill 1984. (Anfoner amlen wedi'i chyfeirio a'i stampio).

Yn eisiau ar gyfer Medi 1984:

YSGOL UWCHRADD TYWYN
(Cyfun 11–18; 440 o ddisgyblion)
1. PENNAETH YR ADRAN FFISEG i fod yn gyfrifol am y pwnc trwy'r ysgol hyd at lefel A. Cyflog Graddfa 2.
2. PENNAETH YR ADRAN FFRANGEG i fod yn gyfrifol am y pwnc trwy'r ysgol hyd at lefel A. Cyflog Graddfa 2.

YSGOL DYFFRYN NANTLLE, Penygroes
(Cyfun 11–18; 570 o ddisgyblion)
1. PENNAETH YR ADRAN DDAEARYDDIAETH i fod yn gyfrifol am holl drefniadaeth yr adran ac i ddysgu hyd at safon uwch. Ymroddiad i ddysgu'r pwnc drwy y Gymraeg a'r Saesneg yn hollol angenrheidiol. Cyflog Graddfa 3.
2. PENNAETH YR ADRAN GERDDORIAETH i fod yn gyfrifol am holl waith cerddorol yr ysgol ac i ddysgu'r pwnc hyd at safon uwch. Y gallu a'r awydd i ddysgu drwy gyfrwng y Gymraeg yn hollol angenrheidiol. Cyflog Graddfa 2 gyda'r posibilrwydd o Raddfa 3 i ymgeisydd profiadol iawn.

YSGOL EIFIONYDD, Porthmadog
(Cyfun 11–18; 658 o ddisgyblion)
1. Athro/Athrawes DAEARYDDIAETH i ddysgu'r pwnc hyd at safon O ac A. Y gallu i ddysgu drwy gyfrwng y Gymraeg a'r Saesneg yn fanteisiol. Cyflog Graddfa 1 neu 2 yn ôl profiad a chymwysterau.
2. Athro/Athrawes GWYDDONIAETH GYFFREDINOL a MATHEMATEG i ddysgu hyd at y 5ed dosbarth. Bydd cyfle i'r ymgeisydd llwyddiannus ddysgu dosbarthiadau safon O ac A yn ôl profiad a chymwysterau. Cyflog Graddfa 1 neu 2 yn ôl profiad a chymwysterau.
3. Athro/Athrawes GWYDDOR TŶ i fod yn gyfrifol am y pwnc ac i ddysgu hyd at safon A. Cyflog Graddfa 2.

YSGOL GYFUN LLANGEFNI
(Cyfun 11–18; 1,050 o ddisgyblion)
1. PENNAETH ADRAN BUSNES A MASNACH i fod yn gyfrifol am gynllunio cyrsiau busnes addas ar gyfer ymadawyr a'r chweched newydd ac i gyfrannu i gyrsiau eraill cyn-alwedigaethol a magbaraethol yn yr ysgol uchaf. Mae'r gallu i ddysgu Economeg hyd at lefel A yn hanfodol. Cyflog Graddfa 3.
2. PENNAETH ADRAN ASTUDIAETHAU CYFFREDINOL ac Athro/Athrawes GYMRAEG. Disgwylir i'r ymgeisydd llwyddiannus fod yn gyfrifol am gyrsiau astudiaethau cyffredinol yn yr ysgol uchaf ac i ddysgu Cymraeg i safon A3. Profiad da yn angenrheidiol. Cyflog Graddfa 2.
3. Athro/Athrawes CREFFT A CHYNLLUNIO. Dylai ymgeiswyr fod â chymwysterau i ddysgu Cynllunio, Gwaith Coed a Dylunio. Cyflog Graddfa 1.
4. Athro/Athrawes graddedig i ddysgu FFRANGEG ac i fod yn gyfrifol am ddysgu Almaeneg hyd at lefel A am gyfnod penodol. Cyflog Graddfa 1.
5. Athro/Athrawes i ddysgu TEIPIO A PHYNCIAU MASNACH. Cyflog Graddfa 1.

YSGOL Y MOELWYN, Blaenau Ffestiniog
(Cyfun 11–18; 553 o ddisgyblion)
PENNAETH ADDYSG ADFEROL. Athro/Athrawes profiadol i fod yn gyfrifol am y swydd uchod. Cyflog Graddfa 3.

YSGOL UWCHRADD BODEDERN
(Cyfun 11–18; 670 o ddisgyblion)
Athro/Athrawes i ddysgu GWYDDONIAETH FFISEGOL A THECHNEGOL yn bennaf ar gyfer blynyddoedd 3–5 gyda pheth gwyddoniaeth yn yr Ysgol Isaf. Fe allid ystyried cynnig gwaith Safon Uwch i ymgeisydd addas a rhan yn natblygiad addysg dechnegol a galwedigaethol (T.V.E.I.) fydd yn dechrau ym Medi. Cyflog Graddfa 1. (Dyddiad cau i'r swydd hon – 6 Ebrill 1984).

Gwilym E. Humphreys
Cyfarwyddwr Addysg

EDUCATION DEPARTMENT SECONDARY SCHOOLS

Application forms available from the Headteacher (please send s.a.e.) to whom they should be returned by 13 April 1984.

Required for September 1984:

TYWYN SECONDARY SCHOOL
(Comprehensive 11–18; 440 pupils)
1. HEAD OF PHYSICS to be responsible for the subject throughout the school to A level. Salary Scale 2.
2. HEAD OF FRENCH to be responsible for the subject throughout the school to A level. Salary Scale 2.

YSGOL GYFUN LLANGEFNI
(Comprehensive 11–18; 1,050 pupils)
1. HEAD OF BUSINESS STUDIES to be responsible for planning appropriate business studies courses for 16 year old school leavers and sixth formers and to contribute to other pre-vocational and foundation courses in the upper school. The ability to teach Economics to A level is essential. Salary Scale 3.
2. Graduate teacher of FRENCH and to be responsible for teaching German to A level for a limited period. Salary Scale 1.

Gwilym E. Humphreys
Director of Education
(9537)

HEREFORD AND WORCESTER
COUNTY COUNCIL

THE MINSTER SCHOOL
Leominster, Herefordshire
HR6 8JJ

REQUIRED FOR SEPTEMBER, 1984

HEAD OF BIOLOGY
(SCALE 3)

Applications are invited from well qualified and experienced University graduates. Applicants must be able to teach to Advanced Level.

The Minster School, a Group 11 Comprehensive School, 11 - 18 - 1100 pupils, with a well established Sixth Form, is situated in a small market town in rural Herefordshire.

Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (52403) 134818

HUMBERSIDE
EDUCATION COMMITTEE

GRIMSBY DIVISION

HEREFORD SCHOOL
Westward Ho, Grimsby

Required for September, 1984:

HEAD OF BIOLOGICAL STUDIES, SCALE 3 in this purpose-built, comprehensive, house-based, 12 - 18 school, an energetic graduate of experience, acumen and enterprise.

The Department, forming part of the Science Department (which has adopted the Nuffield approach) runs courses ranging from Rural Studies and Health Education at C.S.E. to Biology and Social Biology at Advanced level.

Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (64459) 134818

KNOWLSEY
METROPOLITAN BOROUGH OF KNOWLSEY

ST KEVIN'S RC BOYS' COMPREHENSIVE SCHOOL
Roughwood Drive,
Northwood, Kirkby,
Merseyside L33 9UP

(1000 Boys - 11 - 18 years
S.P.A. payable)

Required for September 1984: Scale 3 Head of Chemistry.

Application forms and further details available by sending s.a.e. to the Clerk of the Governors at the above school within the next 14 days. (52028) 134818

NORTH YORKSHIRE

COUNTY COUNCIL SELBY HIGH SCHOOL
Leeds Road, Selby YO8 0HT
6 Form Entry - 11 - 16 Comprehensive School

Required for September 1984, HEAD OF SCIENCE, SCALE 4, (PHYSICIST OR CHEMIST preferred) to lead a team of Science Teachers providing courses in Physics, Chemistry, Biology, Human Biology, Physical Science & Elementary Science to public examinations at 16, together with Combined Science to younger pupils.

Further details of the school and of the post available from the Headmaster.

Applications should be made by letter to the Headmaster giving full personal details, qualifications, experience and the names and addresses of two referees.

Closing date - 13 April 1984. (60391) 134818

SUFFOLK

COUNTY COUNCIL DENES HIGH SCHOOL
Yarmouth Road, Lowestoft
NR32 4AH
13 - 18 Comprehensive (995 on Roll)

Required for September, 1984, a suitably qualified and experienced teacher as Head of Science (Scale 4), to co-ordinate the work of this large department. Applicants must be able to offer Chemistry to 'A level.

Application forms and further details available from the Headmaster at the school concerned (s.a.e. please) to whom they should be returned. (52082) 134818

SUTTON

LONDON BOROUGH OF SUTTON EDUCATION DEPARTMENT STANLEY PARK HIGH SCHOOL
Stanley Park Road,
Carshalton, Surrey SM5 3HP
(4 form entry, 11 - 16 mixed, approx. 650 on roll)

HEAD OF SCIENCE, SCALE 4

Required September 1984, a well qualified, enthusiastic and experienced teacher to take charge of this major department within the school. Applicants should specialise in either physics or biology and be able to advise and assist in the teaching of other science subjects within the department.

Requests for further details and application should be made by letter to the Headteacher. A curriculum vitae and names and addresses of two referees should be included. (52363) 134818

WEST SUSSEX

SOUTHERN AREA KING'S MANOR SCHOOL
Kingston Lane, Shoreham-by-Sea
(12 - 18 mixed, Comprehensive, 1600 on roll)

Required September HEAD OF PHYSICS DEPARTMENT (Scale 3). The Science Department, for which there is an overall Head, is very successful. Public Examinations to C.S.E. and G.C.E. 'O', 'A' levels. Very good resources. In Upper School there is a small purpose-built Physics block. Applicants must have successful experience of teaching up to and including 'A' level.

Application forms and details from Headmaster (s.a.f.e.).

Assistance will be given with removal and resettlement expenses in approved cases. (59086) 134818

WEST SUSSEX

CHICHESTER HIGH SCHOOL FOR GIRLS
Stockbridge Road, Chichester
PO19 2EB
(Group 12 Comprehensive)

Required September 1984. Head of Physics Scale 3 to be responsible for subject within Science Department for A, O and C.S.E. Physics and O level and C.S.E. Electronics. Assistance with removal and resettlement expenses in approved cases.

Form and details from Headmistress, s.a.e. please. (59597) 134818

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL THE MOSSLANDS SCHOOL
Mosslands Drive, Wallasey, Wirral
1340 boys - 120 in Sixth Form

REQUIRED SEPTEMBER 1984, SCALE 4 HEAD OF SCIENCE.

A well qualified graduate whose own specialisation is Physics is required to co-ordinate and lead the activities of a large and successful department. Integrated science is taught for the first two years after which examination courses are taught at all levels in Physics, Chemistry, Biology, Electronics and Computer Studies. Pilot schemes in Science in Society and Control Technology have also been taught. The department comprises 14 members of staff, three support technicians and 11 specialist laboratories. The successful candidate will be expected to maintain and improve strong academic traditions for science in the school and have the personal qualities necessary to give a positive lead to a large department.

Letters of application, including full c.v., giving names and addresses of two referees, to the Headteacher, to be received within a fortnight of this advertisement. (59524) 134818

Scale 2 Posts and above

BIRMINGHAM

See Sixth Form and Tertiary College Column - Cadbury Sixth Form College.

Scale 3 Head of Chemistry. (52818) 134820

BROMLEY

LONDON BOROUGH OF BROMLEY HAYES SCHOOL
West Common Road, Hayes,
Bromley, Kent BR2 7DB
(Sixth form entry, co-educational, 11 - 19 years)

Required for September 1984, Graduate MASTER/MISTRESS able to teach PHYSICS. Scale 1 or 2 according to experience and responsibilities plus £645 Outer London Allowance.

Full listing under Science - Scale 1. (52023) 134820

EAST SUSSEX

TIDEWAY SCHOOL
Southdown Road, Newhaven
BN9 9JL
Comprehensive mixed, 11 - 18. Roll: 1,650

Required from September: Second in Charge of Science - Scale 3. Due to promotion, this forward-looking TVEI school seeks a Physicist and Second in Science to expand and develop this very successful area of the school. Science, and Physics in particular, is a very successful and important part of Tideway.

Relocation grants available in approved cases.

Application forms (sae please) from and returnable to the Head Teacher. (64419) 134820

HAMPSHIRE

ALTON COLLEGE
LECTURER 1 Physics/Electronics
See under Colleges of Further Education. (64977) 134820

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT SWALE DIVISION THE SHEPPEY SCHOOL
Headmaster: R.O. Barson, B.A.

Fully comprehensive mixed upper school 13 - 18 years, 1800 on roll.

PHYSICS Graduate to teach across the whole ability range, with a strong commitment to 'A' level. Scale 3 post for suitably qualified and experienced candidate.

Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent ME12 3JQ. (52505) 134820

NORTH YORKSHIRE

COUNTY COUNCIL LADY LUMLEYS SCHOOL
Swainsea Lane, Pickering
YO18 8NG

An 11 - 18 mixed comprehensive school (880 on roll inc. 110-115 in Sixth Form) situated in an attractive market town on the southern edge of the North York Moors.

Required for September 1984, TEACHER OF BIOLOGY AND RURAL SCIENCE (SCALE 2).

A well qualified biologist able to teach up to 'A' level standard is sought. In addition the successful applicant would be responsible for the development of Rural Science up to 16 plus level.

An interest in outdoor pursuits would be useful.

Send s.a.e. for application form and further details to the Headmaster at the school. (60392) 134820

SHROPSHIRE
EDUCATION COMMITTEE

LACON CHILDE SCHOOL
Cleobury Mortimer,
Shropshire

11 - 16 Mixed
Comprehensive, 590 pupils

Required for September - Teacher (Scale 2) to take charge of Physics throughout the school. An interest in Technology and Electronics would be an advantage.

Please apply by letter (no forms) with Curriculum Vitae to the Head at the School.

Interviews to be held on Tuesday, April 10th 1984. (52849) 134820

SUTTON

WILSON'S SCHOOL
Wallington, Surrey

Required at this Voluntary Aided School of 750 boys for September 1984 an experienced graduate Chemist (Scale 2) to teach Chemistry throughout the school. The majority of boys study the subject to Ordinary level and courses to Advanced level Chemistry form part of a strong Science Sixth Form curriculum.

The School has a selective intake of substantial ability and a Sixth Form of 150 all engaged on 'A' level work.

Applications together with a full Curriculum Vitae and indication of extra curricular interests, and the names of two Referees to reach the Headmaster by 4th April, 1984. (59327) 134820

Scale 1 Posts

BEDFORDSHIRE

SOUTHERN AREA DENBIGH HIGH SCHOOL
Luton, Beds.
Please see under Secondary. Other than by subject. (52863) 134822

BERKSHIRE

ST. BARTHOLAMEW'S SCHOOL
Andover Road, Newbury, Berks.
N.O.R. 1588 (co-ed 11 - 18 comprehensive 600 6th Form)

Required September 1984, graduate TEACHER OF PHYSICS (Scale 1) capable of teaching up to 'A' Level. Some assistance with Mathematics or Computer Science teaching, and interest in extra-curricular activities would be welcome.

Write with c.v. and full particulars to Headmaster (SAE).

Closing date April 13th, 1984.

Berkshire County Council is an equal opportunity employer. (59481) 134822

BERKSHIRE

SANDHURST SCHOOL
Owlsmoor Road, Owlsmoor, Camberley, Surrey GU15 4RJ
N.O.R. 1100 plus (11 - 18 mixed comprehensive)

Required for September 1984, TEACHER OF PHYSICS (Scale 1) to teach throughout the age and ability range. Physics is a very popular option at 'O' and 'A' Levels and there would certainly be opportunities for 'A' Level teaching. There would also be an opportunity for a suitably qualified candidate to assist with Computer Education.

Apply by letter to the Headmaster enclosing c.v. and names and addresses of 2 referees.

Berkshire County Council is an equal opportunity employer. (59477) 134822

BERKSHIRE

ASHMEAD SCHOOL
Northumberland Avenue, Reading
N.O.R. 850 (Boys 11 - 18 Comprehensive)

Required for September 1984, TEACHER OF SCIENCE (Scale 1). Combined Science courses and S.C.I.S.P. are taught to C.S.E. and 'O' Level. C.S.E. and separate science 'A' Level courses are taught at 6th Form Level.

Further details and application forms may be obtained from the Headmaster. Closing date April 13th, 1984.

Berkshire County Council is an equal opportunity employer. (59479) 134822

BRENT

LONDON BOROUGH OF BRENT CONVENT OF JESUS AND MARY HIGH (GIRLS)
Crownhill Road, NW10 4EP
(Roll: 984, 11 - 18)

Required from May TEACHER of BIOLOGY (Scale 1) to cover for Maternity Leave but with probability of the post becoming permanent. To teach groups to CSE/'O' Level and some integrated Science in Years 1 - 3.

London Allowance £987 per annum is payable.

Brent is fundamentally committed to Multi-Cultural Education.

Application forms (sae) obtainable from the Headteacher returnable within 10 days. (52874) 134822

BROMLEY

LONDON BOROUGH OF BROMLEY HAYES SCHOOL
West Common Road, Hayes
Bromley, Kent BR2 7DB
(Sixth form entry, co-educational, 11 - 19 years)

Required for September 1984, Graduate MASTER/MISTRESS able to teach PHYSICS. Scale 1 or 2 according to experience and responsibilities plus £645 Outer London Area allowance.

The Physics Department is well-equipped and has an excellent record in public examinations up to Oxbridge entrance. It is hoped to [illegible] an able and enthusiastic teacher who would be interested in working in a disciplined and responsive environment. The school has a large sixth form of [illegible] students and easily fills all ability levels of a balanced intake.

Application forms and further particulars are obtained from Dr. J.S. L[illegible] to whom completed forms should be returned by 28th April 1984. (Tel: 01-[illegible] 2767). (52022)

BROMLEY

LONDON BOROUGH OF BROMLEY KENTWOOD SCHOOL FOR BOYS
High Street, Penge, London SE20 7QR

Required for 26th April for one term, a graduate teacher of Biology Scale 1.

Kentwood is a [illegible] comprehensive school situated on the western border of London Borough of Bromley. There is a joint [illegible] form with a neighbouring girls' school.

The Science Department has five laboratories and two preparation rooms. Biology is taught throughout the school to 'A', 'O' and C.S.E. level. The successful candidate will be expected to teach the subject at all levels.

A brief letter of application, including the [illegible] address, occupation and status of two referees and foolscap s.a.e. should be sent to the Head of the school as soon as possible. An application form will then be issued and this should be returned by 6th April 1984. [illegible]

CAMBRIDGESHIRE

COLERIDGE COMMUNITY COLLEGE

Teacher of Physics (Scale [illegible]) with some Combined Science required for September.

Application form and further details from the Principal, Coleridge Community College, Radegund Road, Cambridge CB1 3RJ (s.a.e. please). (59455)

CAMBRIDGESHIRE

HUNTINGDON AREA

SAWTRY VILLAGE COLLEGE
Fen Lane, Sawtry, Cambs
PE17 5TQ

11 - 16 comprehensive mixed

Required for September TEACHER (Scale 1) to teach BIOLOGY throughout the school. Also General Science in lower school.

Application forms and further details from the Warden. (large s.a.e. please). Closing date [illegible] April. (59580)

CAMBRIDGESHIRE

BRETTON WOODS COMMUNITY SCHOOL
Bretton, Peterborough PE3 8DF
(11 - 18 Co-Educational)
Tel: Peterborough 26691[illegible]
Acting Principal: Mr. R.F. Pullant, B.A.
GROUP 11

REQUIRED FOR SUMMER TERM 1984 FOR ONE TERM ONLY:-

A full-time Science Teacher (Scale 1) to assist with [illegible] teaching at this 11 - 18 comprehensive school.

Application forms and further details available from the Acting Principal at the above address (s.a.e. please). Closing date [illegible] April. (59584)

CARIBBEAN AND ZIMBABWE

Science teachers required for the Caribbean and Zimbabwe. See VSO advertisement in Overseas Section. [illegible]

CORNWALL
EDUCATION COMMITTEE

RICHARD LANDER SCHOOL
Tresawls Road, Truro,
Cornwall TR[illegible]

Group No. 11, No. on roll 1470, Sixth Form of [illegible]

SCIENCE - SCALE 1

Required for 1st September 1984 or as soon as possible thereafter, An assistant teacher of Science with the ability to teach General Science, Physics and Chemistry to all levels is required.

Please apply by letter including curriculum vitae and names and addresses of two referees to the Headteacher. (52801)

DEVON

Please see displayed advertisement on Page [illegible]

SECONDARY SCIENCE
continued

DUDLEY
METROPOLITAN BOROUGH

THE ORANGE SCHOOL
Orange Lane, Stourbridge,
West Mids. DY9 7HS

(11 - 16 co-ed. comp.
Group 11, 1100 on roll)

Required as soon as possible TEACHER of BIOLOGY/GENERAL SCIENCE, temporary appointment to cover maternity leave.

Application by letter enclosing c.v., and naming 2 referees to the Headmaster without delay. (64422) 134822

DUDLEY

See under Sixth Form and Tertiary Colleges Scale 2. (59573) 134822

EAST SUSSEX

HEATHFIELD SCHOOL
Cade Street, Heathfield TN21 8RJ
Comprehensive mixed, 11 - 18. Roll: 1,060 (130 in Sixth Form)

Required from September 1st: Temporary Teacher of Biology (Scale 1) for the academic year 1984/85 - to cover for teacher on secondment. 'A' Level work will be available for suitably qualified candidate also able to offer integrated and environmental Science in Lower School.

Application forms and details (sae please) from and returnable to the Head Teacher. (52309) 134822

ESSEX

CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
(Roll 1440)
Tel: Basildon 559536
SCIENCE TEACHER, Scale 1

Required April for one term, at all levels with Physics speciality if possible.

Apply immediately to Headteacher by letter, with c.v. and names of two referees (foolscap s.a.e. please).

ST. HELENA SCHOOL
Sheepen Road, Colchester
(Roll 1006)
Tel: Colchester 572253
GRADUATE BIOLOGY TEACHER, Scale 1

Required September. Graduate Scientist to teach Biology to 'A' level and able to offer Mathematics or another Science to 'O' level.

Further details and form from Headteacher (foolscap s.a.e. please). (52056) 134822

GLOUCESTERSHIRE

WINCHCOMBE SCHOOL
Greet Road, Winchcombe,
Cheltenham GL54 5LB
Tel: 0242 602233

Required for September, permanent full-time teacher of PHYSICS (Scale 1) to 'O' level in this small, 11 - 16, Comprehensive School, New laboratories.

Further particulars and application form can be obtained from the Headmaster. (S.A.E.). (52295) 134822

HAVERING

LONDON BOROUGH OF HAVERING REDDEN COURT SCHOOL
Cotswold Road, Harold Wood, Romford RM3 0TS
(Roll 722 Mixed)
Tel: Ingrebourne 42293
Headteacher: B.A. Groome, M.A.

Teacher of Science and Mathematics, Scale 1, required for September 1984. Vacancy created by promotion of present postholder. Successful applicants will be required to teach Science to CSE/'O' level and Mathematics to CSE level. Science will comprise 2/3rds of the timetable and subjects taught will vary in accordance with background and training. Details of specialist subjects and courses should be provided. Applications from teachers seeking a first appointment welcomed.

Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (59976) 134822

HEREFORD AND WORCESTER
COUNTY COUNCIL

THE LEYS HIGH SCHOOL
Woodrow Drive, Redditch,
Worcester B98 7UH

(13 - 18)

Required September, 1984, Assistant Teacher (Scale 1) for Science with specific responsibility for the teaching of Rural Science throughout the school.

Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (59447) 134822

HERTFORDSHIRE

RICHARD HALE SCHOOL
Hale Road, Hertford
Five-form entry Boys' school. Sixth Form 180

Required for September 1984, teacher of PHYSICS (Scale 1 or Scale 2, according to experience, plus London fringe allowance) to 'A' level. The subject is taught separately from year 1. An ability to help with games would be an advantage.

Apply by letter to The Headmaster, giving names and addresses of 2 referees. (52878) 134822

HERTFORDSHIRE

HITCHIN SCHOOL
Old Hale Way, Hitchin, Herts.
SG5 1XT
Tel: Hitchin 50982/3

Teacher of Science required for the Summer Term 1984. This is a full-time, temporary post to cover maternity leave. Teaching covers the full range.

Applications to the Headmistress giving full personal and career details, and names and addresses of two referees, [illegible] please. (52976) 134822

HUMBERSIDE
EDUCATION COMMITTEE

GRIMSBY DIVISION

WALTHAM TOLL BAR SCHOOL
Station Road, New Waltham

Required for September, 1984:

TEACHER OF PHYSICS AND MATHEMATICS

This is a comprehensive school in modern purpose built premises in a rural area surrounded by open fields. It serves the delightful area from the Lincolnshire Wolds to the East Coast.

The Physics Department is well established with large number of boys and girls taking the 16 plus examination. Physics is popular with the 'A' level students. The Science Block is very well equipped with 11 laboratories and well served by three Technicians.

The strong Mathematics Department has 11 staff and is based in its own suite of rooms. The school has a number of microprocessors and relevant accessories as well as its own computer terminal. Pupils study the best of both modern and traditional Mathematics in the main school where they are taught in sets.

Advanced level work may be available for suitably qualified candidates.

Enthusiasm and a willingness to play a full part in the life of the school are sought.

Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (64461) 134822

ISLE OF MAN
BOARD OF EDUCATION

CASTLE RUSHEN HIGH SCHOOL

Co-Ed. Comprehensive - 880 on roll

Required for September, 1984, Teacher of Science with some Junior Mathematics, Scale 1.

Application forms and further details can be obtained, on receipt of a stamped addressed envelope, from the Headmaster, Castle Rushen High School, Castletown, Isle of Man, to whom completed forms should be returned by 24th April, 1984. (52253) 134822

ISLE OF WIGHT

COUNTY COUNCIL CARISBROOKE HIGH SCHOOL
Mountbatten Drive, Newport, Isle of Wight
(Comprehensive 13 - 18, Roll 1125)

Required for September 1984 a teacher of science, Scale 1, to teach Integrated Science (S.C.I.S.P.) and to share the teaching of Chemistry up to 'A' and 'S' level. This is a good opportunity to join a strong and lively team with a commitment to continued development of Integrated Science.

Application forms and further details available from the Headmaster, to whom forms should be returned by 13 April 1984 (s.a.e. please). (64483) 134822

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT THANET DIVISION HARTSDOWN SECONDARY SCHOOL
George V Avenue, Margate, Kent CT9 5RE

Required in September 1984 a teacher of Science who would specialise in either Physics or Chemistry to CSE and 'O' Level. The person appointed would join a strong team in a well equipped and serviced department.

Further details and application form available from the Head Teacher. (sae please).

SEVENOAKS DIVISION SEVENOAKS SCHOOL FOR GIRLS
Bradbourne Vale Road, Sevenoaks, Kent
Group 10

Required for Summer term 1984 two temporary Science teachers to teach up to 'O' level. Both posts are temporary and for one term only in the first instance.

Application forms and further details are available from the Headmistress at the school. Please enclose s.a.e. Closing date two weeks from appearance of this advertisement. (52505) 134822

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton, Surrey KT6 4TU
(Tel: 01 399 2657)
Co-ed., non-selective, 1000 on roll, 11 - 18 large VIth Form

Teacher of CHEMISTRY/PHYSICAL SCIENCES, with some TECHNOLOGY in the lower school, required from September 1984. A lively and expanding department with a new technology syllabus in the lower school.

Scale 1, plus London Allowance £645.

Application forms, and further details, obtainable from the Headmaster at the School, to whom completed forms should be returned as soon as possible. (64489) 134822

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES TIFFIN SCHOOL
Queen Elizabeth Road,
Kingston upon Thames,
Surrey, KT2 6RL
(A Voluntary Controlled Grammar School of 875 boys, 275 in the Sixth Form)

REQUIRED in SEPTEMBER, 1984 a well-qualified young graduate to teach BIOLOGY throughout the School, including a share of Sixth Form ZOOLOGY to 'A' and 'S' levels. A willingness and the ability to assist with coaching games (rugby and cricket), rowing, scouts, chess or school societies will be welcome.

Salary: Burnham Scale 1, plus London Allowance £645.

Applications immediately to the Headmaster at the School, together with full curriculum vitae and names of three referees. (52370) 134822

NORFOLK

NOTRE DAME HIGH SCHOOL
Surrey Street, Norwich

SCALE 1 TEACHER

The Governors require an enthusiastic and imaginative teacher September 1984 to join a flourishing SCIENCE Department, working in a new suite of laboratories. The successful applicant will teach Physics, General Science and Biology across the whole 11 - 16 ability range. The ability to teach 'A' level Physics will be a possible advantage.

Application forms and further details are available from Reverend H. Wace, Chairman of Governors, c/o Notre Dame High School. S.a.e. please. (52858) 134822

NORTH YORKSHIRE

COUNTY COUNCIL FILEY SCHOOL
Muston Road, Filey, North Yorkshire YO14 0HG
11 - 16 comprehensive school with 640 pupils on roll

Required for September 1984, a teacher of BIOLOGY and GENERAL SCIENCE, SCALE 1. The person appointed would be expected to teach the full age range and to take pupils to 'O' and CSE levels.

Application forms and further details are available, on receipt of s.a.e., from the Headmaster at the school. (60388) 134822

NORTHAMPTONSHIRE

SIR CHRISTOPHER HATTON SCHOOL
The Pyghtle,
Wellingborough, Northants
NN8 4RP

SCALE 1 - SCIENCE

Required for September 1984 in this 11 - 18 coeducational comprehensive (1350 pupils) a trained graduate to join a successful department with well established courses to 'A' level. An enthusiasm for teaching across the whole ability range is looked for. The post initially entails teaching Integrated Science to junior forms and both General Science and either Physics or Biology to CSE/O level. Some experience of Technology would be an added recommendation. 'A' level work would be available in the future for a candidate of the right calibre.

Letters of application giving curriculum vitae and the names and addresses of two referees to the Headmaster (SAE please) as soon as possible. (52066) 134822

NORTHAMPTONSHIRE

THE FERRERS SCHOOL
Queens Way, Higham
Ferrers, Wellingborough,
Northants NN9 8LF

The Ferrers School is an 11 - 18 co-educational comprehensive school (Group 10) which opened in 1980 and starts its first 6th form in September 1984

Required for September 1984 a TEACHER (SCALE 1) OF SCIENCE with chemistry, as a specialism and a commitment to integrated science. Teaching would be across the whole ability range and throughout the school with the possibility of sharing in 'A' level teaching for interested candidates.

The school has a Science/Design Faculty which includes Technology, and many important curriculum initiatives are taking place within it.

A person with ideas and initiative is needed to fill this important new post. Applications from recent new entrants to the profession will be welcomed.

Further details and application forms from the Headmistress (SAE please).

Closing date: 9 April 1984. (52535) 134822

SEFTON

METROPOLITAN BOROUGH OF SEFTON EDUCATION COMMITTEE STANLEY HIGH SCHOOL
Fletwood Road, Southport,
Merseyside PR9 9TF
(11 - 16 Mxd. Comp.)

TEMPORARY TEACHER OF PHYSICS (Scale 1) required for September 1984 for one year to cover secondment, to teach subject to fifth form level.

Application form and further details are available on receipt of s.a.e. from the Headteacher of the school to whom they should be returned.

Closing date, 13th April 1984. (64079) 134822

SHEFFIELD

MOUNT ST MARY'S COLLEGE
Spinkhill, via Sheffield S31 9YL
ASSISTANT TEACHER: BIOLOGY: SCALE 1

Required at this Catholic Public School for September 1984 to share teaching of Biology to 'A' and 'S' Level. A candidate with a particular interest in Botany, and able to offer games and extra-curricular activities would be at advantage.

Please apply with c.v. to The Headmaster at the above address. (64439) 134822

SHROPSHIRE
EDUCATION COMMITTEE

CROESWYLAN SCHOOL
Morda Road, Oswestry,
Shropshire

11 - 16 Co-educational,
820 on roll

Required for September - teacher of Physics. Interest in Computer Studies an advantage.

Application forms and further details from the Head (SAE). (52845) 134822

SOMERSET

EDINGTON SENIOR SCHOOL
Shapwick, Bridgwater TA7 9NJ

Required in September 1984 a graduate assistant PHYSICS teacher to teach up to 'O' level. Ability to teach some mathematics and to help with games and the Duke of Edinburgh scheme would be an advantage.

A Scale II post is available for a suitable candidate.

Edington School is a small (72 boys) boarding school specialising in teaching pupils of above average ability who have a specific learning difficulty.

Applications by letter with full C.V. plus names and addresses of two referees to the Headmaster. (52561) 134822

SURREY

EDUCATION COMMITTEE ST. BEDES C OF E/R.C. SCHOOL
Carlton Road, Redhill
(12 - 18 Mixed Comp. NOR 1140, Inc. 180 Sixth Form)

SCIENCE Scale 1 enterprising teacher required September 1984. With special interest in CHEMISTRY.

Contact Head (SAE please). (52123) 134822

SURREY

EDUCATION COMMITTEE COLLINGWOOD SCHOOL
Camberley
(12 - 18 Mixed Comp. NOR. 1468, Inc. 329 Sixth Form)

PHYSICS Scale 1 teacher required September 1984. Teach at all levels to S level in well established department. Commence TVEI work in September 1984.

Contact Head Tel: Camberley 64048. (64467) 134822

Speech and Drama

Heads of Department

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT GRAVESHAM DIVISION THAMESVIEW SCHOOL
Thong Lane, Gravesend DA12 4LF
(Group 10)
Headmaster - M. Bowers, B.A.

Head of Drama, Scale 2, required from September, 1984.

The School offers English to 'O' level, C.S.E. and Joint Examination at 16 plus in English and C.S.E. Mode 3 Drama.

Thamesview School opened in September, 1968, in new purpose built accommodation and serves a large private housing estate in a pleasant area on the east of Gravesend. The school is an 11 - 17 mixed High School of 1070 pupils within the Thames-side system of secondary education. There is a Sixth Year.

Application forms and further details may be obtained from the Headmaster at the School (S.A.E. please) to whom they should be returned by 10th April, 1984. (52520) 135218

Scale 1 Posts

BIRMINGHAM

EDGBASTON CHURCH OF ENGLAND COLLEGE FOR GIRLS
31 Calthorpe Road,
Birmingham B15 1RX

Required for September, 1984: an enthusiastic well-qualified teacher to introduce DRAMA into the curriculum, including the introduction of 'A' Level THEATRE STUDIES. The successful candidate will be expected to maintain the well-established L.A.M.D.A. examination programme.

Salary: Burnham Scale 1/2, Government Superannuation Scheme.

Applications, in letter form, with full curriculum vitae and stamped addressed envelope should be submitted by Monday 30th April 1984, to the Headmaster at the College. (59469) [illegible]

HERTFORDSHIRE

HEATHCOTE SCHOOL
Shephall Green, Stevenage
SG2 9XT
Head Mr. K. Walsh
All-ability 11 - 18 mixed school, 900 on roll

Required for September 1984, a fully qualified teacher of Drama and English Scale 1, to teach throughout the school. Drama is taught as part of Creative Studies in years 1 - 3 and as part of an innovative Leisure Art programme in years 4 and 5. There are also extensive opportunities for extra curricular drama. The successful applicant will also be a member of the English Department and will initially have the opportunity to teach in years 1 - 5 with the possibility in the future of 'A' level work for a suitably qualified person. Candidates must have formal qualification in both Drama and English.

Please write for further details to the Headmaster, s.a.e. please. (52281) 135222

Technology

Heads of Department

SUFFOLK

COUNTY COUNCIL KING EDWARD VI UPPER SCHOOL
Grove Road, Bury St. Edmunds, Suffolk
(Mixed comprehensive 13 - 18: 1,380 on roll, 250 in Sixth Form)

Required for September, 1984, HEAD OF DESIGN FACULTY (Scale 4) - see under C.D.T. (52094) 135518

Scale 2 Posts and above

BIRMINGHAM

See Sixth Form and Tertiary Colleges Column - Cadbury Sixth Form College.

Design Technology - Scale 2 - Display advertisement. (52817) 135520

Scale 1 Posts

GLOUCESTERSHIRE

CIRENCESTER KINGSHILL SCHOOL
Kingshill Lane, Cirencester
(mixed rural comprehensive 620 on roll)

Required for September, teacher of Technology, Scale 1 with ability to teach Physics and Technical Drawing.

The school has a new Technology laboratory.

Applications by letter with curriculum vitae and names of two referees to the Headmaster. (52296) 135522

Other than by Subject Classification

Heads of Department

DEVON

Please see displayed advertisement on Page 55. (59983) 135618

Somerset County Council

APPLICATIONS ARE INVITED FROM QUALIFIED TEACHERS FOR THE FOLLOWING POSTS. UNLESS INDICATED OTHERWISE, APPLICATION FORMS AND DETAILS (SAE FOOLSCAP) FROM THE HEAD AT THE SCHOOL.

FURTHER EDUCATION

SOMERSET COLLEGE OF ARTS AND TECHNOLOGY, TAUNTON
Principal–Group 7
See under Further Education

SECONDARY

THE RICHARD HUISH COLLEGE, TAUNTON
(Sixth form college – 600 mixed)
For September 1984:
I. HEADS OF MODERN HISTORY Scale 4. Teaching largely at 'A' and 'S' level. Extra curricular interests and expertise welcomed.
II. Graduate teacher of BIOLOGY. Temporary for one year at least. To cover the secondment of the present postholder. Scale 1 or 2, teaching exclusively at 'O' and 'A' levels. Experience of courses in 'A/O' Human Biology and 'A' level Social Biology very useful.

Apply to the Principal at the College (from whom further details are available) supplying curriculum vitae, letter of application, names of two recent referees and sae.
Closing date 9 April 1984.

ST. DUNSTAN'S SCHOOL, GLASTONBURY
(11-16 mixed comprehensive, 666)
For May 1984, teacher, scale 1 or 2 in the REMEDIAL Department. Temporary appointment for the Summer Term 1984 only, due to the secondment of the present postholder.
Applications by letter, as soon as possible, to the Head at the school, with curriculum vitae.

MIDDLE SCHOOLS

MINEHEAD MIDDLE SCHOOL, MINEHEAD
(9–13 mixed, 531)
For September 1984. MUSIC CO-ORDINATOR, Scale 2. To be responsible for Music throughout the school. Existing candidates will still be considered.
Applications by letter, as soon as possible, with curriculum vitae and of two referees.

PRIMARY

WELLESLEY PARK COUNTY PRIMARY WELLINGTON
(300) For September 1984, teacher. Scale 1, for INFANTS. Temporary appointment for one year. Applications from students in their final year of training will be welcomed.
Closing date 14 April 1984.

BISHOP HENDERSON C.E.V.A. GALMINGTON, TAUNTON.
(290) For September 1984, teacher. Scale 1, for FIRST YEAR JUNIORS, with ability to develop music in the school. Teacher with Christian commitment preferred.
Closing date 9 April 1984.

(9568)

City of Birmingham Education Department

Cadbury Sixth Form College,
Downland Close, Off Redditch Road, Birmingham B38 8QT.
Tel: 021-458 3898

The College opened in September 1983 in the buildings of the former Kings Norton Mixed School, near the City's southern boundary. For a further three years pupils of the School will be completing their Secondary Education in the College, and all staff appointed will be responsible for their courses as well as for Sixth form work.

Head of Chemistry – Scale 3

The Head of Chemistry will be responsible, within the Science Department, for maintaining and developing courses to 'O' (or equivalent), 'A' and 'S' level, and for directing the contribution of Chemistry to the College's City and Guilds and C.P.V.E. courses, and to the Extension Studies programme.

Head of Physics – Scale 3

The Head of Physics will be responsible, within the Science Department, for maintaining and developing courses to 'O', (or equivalent), 'A' and 'S' level and for directing the contribution of Physics to the College's City and Guilds and C.P.V.E. courses and to the Extension Studies programme.
An Electronics course to 'O' level has also been established.

Head of Music – Scale 3

The Head of Music will be responsible for examination courses to 'O' and 'A' level and for the contribution of Music to the Extension Studies programme.
More generally however, the task of the person appointed will be to establish firmly the place of Music in the whole life of the College.
Accommodation comprises two studios and two practice rooms and reflects the importance attached to Music in the plans for the College.
All members of staff undertake tutorial as well as teaching responsibilities, and it is hoped that all will make their own contribution to extra-curricular activities and the community life of the College

Design Technology – Scale 2

The post will involve teaching, and some responsibility for organising, a range of courses within the Department. These include 'O' and 'A' level, City and Guilds and C.P.V.E. courses and the Department's contribution to the Extension Studies programme.
Design at 'A' level is already established it is anticipated that the holder of this post will play a leading part in developing Technology within the College curriculum.
All members of staff undertake tutorial as well as teaching responsibilities, and it is hoped that all will make their own contribution to extra-curricular activities and the community life of the College
Application forms and further details are available from the Principal at the address above, (enclosing s.a.e.). Completed forms, supported by a letter or further information as desired, should be returned to the Principal by 12th April, 1984.

Joseph Chamberlain Sixth Form College,
Highgate, Birmingham B12 9DS
Tel: 021-440 4288

Computing – Scale 1

To teacher of computing to assist with all levels of work including examination courses (CSE to 'A' level) extension studies in computer awareness and micro-based teaching in other departments, is required for September. The ability to teach one other subject would be an advantage.

Mathematics – Scale 1

Two mathematicians are required to contribute to the maths teaching throughout the College including work in the third, fourth and fifth years. Much of the sixth form work will be in 'O' level, CSE and Numeracy courses for pre-vocational options, but 'A' level work might well be available.

Business Studies – Scale 1

A teacher of commerce, typing and office practice is required for September. There will be some work in the fourth and fifth years, but most will be in the sixth form.
Application forms and further particulars available from the Principal enclosing s.a.e., to be returned by 13th April 1984.

Josiah Mason College,
Slade Road, Birmingham B23 7JH
Tel: 021-382 4757

Head of Physics – Scale 3

Required for September a well-qualified and experienced graduate to be responsible to the Head of Sciences for the teaching of Physics throughout the College. The person appointed will be expected to have recent experience of teaching to Advanced level; he/she will be responsible for developing courses as necessary at all levels and will also be expected to develop Electronics and computer controlled experimentation within the Sciences Department.
Application forms and further details may be obtained from the Principal, to whom completed forms should be returned as soon as possible. (9683)

BIRMINGHAM CITY COUNCIL

METROPOLITAN BOROUGH OF KNOWSLEY

KNOWSLEY CENTRAL TERTIARY COLLEGE

Applications are invited for the following posts in this new College which opens in September 1984:

1. Curriculum Manager (Head of Department, Grade III) of Adult and Foundation Studies Area.
2. Curriculum Leaders (Senior Lecturer Scale)
   (i) Adult and Foundation Studies
   (ii) Business and Office Studies
   (iii) Technology and Communications

Application forms and further information can be obtained by sending a s.a.e. to the Borough Education Officer, Education Office, Huyton Hey Road, Huyton, Merseyside L36 5YH.

Closing date for completed application forms, 10th April, 1984.

(9660)

SECONDARY OTHER THAN BY SUBJECTS
continued

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
BUILTH WELLS HIGH SCHOOL
(Mixed Comprehensive 11 - 18)
HEAD OF WELSH DEPARTMENT
Required for September, 1984 to teach Welsh throughout the School. Scale 3.
Application forms obtainable from the Headmaster (s.a.e. foolscap please) to whom completed forms should be returned by 13th April, 1984. (64427) 135624

Scale 2 Posts and above

DORSET
THE PURBECK SCHOOL
Worgret Road, Wareham
BH20 4PX
(13 - 18 Comp. Co-ed 1450 pupils)
Required September 1984. Teacher (Scale 2) responsible for Textiles/Dress within the Design Faculty. Art trained candidates welcomed.
Further details and application form (SAE) from the Headmaster. (59457) 135620

Scale 1 Posts

BEDFORDSHIRE
SOUTHERN AREA
STENDISH HIGH SCHOOL
Alexandra Avenue, Luton, Beds.
0582 36611
Headmaster: K. Gilbert, B.Ed., M.Ed.
11 - 16 (MIX.O.R. 1150
Required April 1984, temporary for one term, teachers able to offer any of the following subjects: Biology, English, French, General Subjects. Full-time preferred, part-time considered. Scale 1.
Application forms and further particulars obtainable from and returnable to the Headmaster at the school, s.a.e. please.
Please apply immediately informal enquiries enquiries would be welcome. (52035) 135622

BIRMINGHAM

See Sixth Form and Tertiary College Column - Joseph Chamberlain Sixth Form College.

Scale 1 posts in (i) Commerce (ii) Business Studies (iii) Business Studies. Details advertised (52814) 135622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE SCHOOL FOR GIRLS
This is an Upper School in a Kent two tier Secondary Schools Scheme. There is a six-form entry of high ability at 13 plus and a Sixth Form of 300 based on a split site.
Headmistress: Mrs E.G. Blackburn (B.Sc (Econ)).
Required in September a teacher for Physical Education and Music. The successful application will be expected to be able to teach both subjects to fifth year level with some examination work in Music.
Please apply by letter to the Headmistress at the school, at Huntsman Lane, Sandystone, with copies of curriculum vitae, testimonials and/or names and addresses of referees.

SWALE DIVISION
HIGHSTED SCHOOL
Sittingbourne
Required as soon as possible one term/possibility of permanent post, qualified teacher for Home Economics and girls' Physical Education.
Letters of application with curriculum vitae and names/addresses of two referees to the Head from whom further details available. (52303) 135622

LANCASHIRE
BOLTON SCHOOL
GIRLS' DIVISION
Chorley New Road,
Bolton, Lancs. BL1 4PB
96 girls • Junior School
Required for September 1984 a young, well-qualified teacher of General Subjects to take a form of 8/9 year olds. Special interest in Junior Science would be welcome. (Burnham Scale 1).
Apply with full details and two referees to the Headmistress. (No forms). 135629

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
CLAMPITT SCHOOL
(Mixed Comprehensive 11 - 18)
Required for September 1984 a Graduate Assistant Teacher (Scale 1) Geography, P.E. and English up to 'O' and 'A' level. Some Spanish and German would be an advantage. Ability to work at level work in French for a multilingual staff. (Ref: Geography). (Ref: 800).
Application forms and further information obtainable from the Headmaster (s.a.e. foolscap please) to whom completed forms should be returned by 13th April 1984. (52814) 135622

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANFYLLIN HIGH SCHOOL
(Mixed Comprehensive 11 - 18)
Required for September, 1984: a Graduate Teacher (Scale 1) able to offer Chemistry and Mathematics to 16 plus level along with Physical Science in the Lower School. Assistance with Games would be an advantage. (Ref: 801).
Application forms and further information obtainable from the Headmaster (s.a.e foolscap please) to whom completed forms should be returned by 13th April, 1984. (64427) 135624

Sixth Form and Tertiary Colleges

Heads of Department

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER SIXTH FORM COLLEGE
Spetchley Road, Worcester WR5 2LP
Required for September, 1984. Head of Physics (Scale 4). This post is vacant on the appointment of the present Head of Department to a senior post in the Sixth Form College. The person appointed will be responsible for the development of courses, teaching and resources at Scholarship 'A' and 'O' levels and should be prepared to offer relevant advance courses to both one year and non-specialist students. Worcester Sixth Form College opens in September, 1984, on the site of Worcester Girls' Grammar School and will initially have girls in the Third to Fifth Years as well as Sixth Form students.
Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (52442) 140018

Scale 2 Posts and above

BARNET
LONDON BOROUGH
WOODHOUSE SIXTH FORM COLLEGE
Friern Barnet Lane Road, Finchley, N12 9BY
Tel: 01-445 1210
300 Students. 16 - 19 mixed.
Open access.
Required SEPTEMBER, 1984, SPECIALIST Staff to teach firmly established courses to 'A' and 'O' level. Some help with another subject would be an advantage.
In approved cases assistance may be given towards the payment of removal expenses and separation allowance.
Details and application form from the Principal (S.A.E.).
Director of Educational Services. (59556) 140020

DUDLEY
METROPOLITAN BOROUGH
HALESOWEN COLLEGE
(A Tertiary College)
Situated on a hilltop within sight of open country, the College has excellent buildings and facilities. Opened in September 1982 there are 130 full time staff and 600 students, nearly half on 'A' level courses. There is a notable level of success and strong demand for places. The following subjects are required for September 1984:-
LECTURER II (£7,215 - £11,568)
COMPUTER STUDIES - qualified experienced and enthusiastic lecturer to develop B TEC diploma courses. Experience necessary to teach small business systems modules preferred.
LECTURERS I (£5,649 - £9,131) in the following subjects:-
MATHEMATICS - qualified and enthusiastic lecturer to teach B TEC 'O' and 'A' levels. Ability to share teaching 'A' level further Mathematics and/or 'O' level Computer Studies an advantage.
PHYSICS - qualified and experienced lecturer to teach 'A' level Physics. Experience in teaching 'A' level Nuffield Physics desirable.
BIOLOGICAL SCIENCE - qualified and enthusiastic lecturer to share teaching of 'A' level Biology and Social Biology, 'O' level Biology and O/A Human Biology.
Further details of the posts and the College are available (foolscap SAE).
Apply by letter enclosing separate C.V. to David Terry, Principal, Halesowen College, Whittingham Road, Halesowen, West Midlands by 5th April. (59576) 140020.

HAMPSHIRE
ALTON COLLEGE
Lecturer I Business Studies
See Hampshire Colleges of Further Education. (59549) 140020

HAMPSHIRE
HILL COLLEGE
Bursledon, Southampton SO3 8GU
Required September - Scale 3. Teacher of Mathematics to ability range, in an open sixth form College. Ref: CSA or B.A.E. Closing date for completed applications - 13th April. (59440) 140020

Scale 1 Posts

CAMBRIDGESHIRE
HILLS ROAD SIXTH FORM COLLEGE
Required from September, 1984, Graduate Teacher (Scale 1) able to offer Chemistry and Mathematics to 16 plus level along with Physical Science in the Lower School. Assistance with Games would be an advantage. (Ref: 801).
Application forms and further information obtainable from the Headmaster (s.a.e foolscap please) to whom completed forms should be returned by 13th April, 1984. (64427) 135624

DEVON
NORTH DEVON COLLEGE
SENIOR LECTURER
SECRETARIAL SKILLS.
Lecturers Physics & P.E.
See displayed advertisement on Page 74. (59907) 140022

HAMPSHIRE
EDUCATION COMMITTEE
BROCKENHURST COLLEGE
Currently a Sixth Form College Brockenhurst Channels status to that of Tertiary in September 1984 and requires the following LECTURERS GRADE I (to teach up to and including 'A' Level and/or BTEC National courses) in Economics; Economics with Accounting; English A.E.; Geology with Geography; Biology; History; Secretarial Skills.
Further details and application forms from The Principal, Brockenhurst College, Brockenhurst, Hants. (0590 23561). Closing Date 5th APRIL. (59922) 140022

HAMPSHIRE
ALTON COLLEGE
LECTURER Physics/Electronics
See under Colleges of Further Education. (59575) 140022

HAMPSHIRE
PETER SYMONDS COLLEGE
Owers Road, Winchester
Open Access Tertiary Colleges. NOR 1000
Scale 1 Geographer required September 1984, second subject essential; preferably statistics.
Letter of application with full Curriculum Vitae, two referees and s.a.e. to the Principal. (59064) 140022

City of Manchester
MELLAN SCHOOL
Holmcroft Road, Gorton, Manchester M18 7NG.

Headteacher

Group 5 (S)

Required for April, 1984 at this 100 place all-age school for children with severe learning difficulties.
The school is housed in modern buildings and has an enthusiastic, energetic staff.
Application forms and further details from the City Education Officer (S2/JO'B), Education Offices, Crown Square, Manchester M60 3BB.
Tel: 061 228 2191 Ext 7253.
Closing date 16 April 1984.
An Equal Opportunity Employer

EDUCATION COMMITTEE

Required for September 1984:
WREXHAM EDUCATION ASSESSMENT CENTRE
(Education Assessment Centre for children with special needs aged 2 to 8).

HEAD TEACHER – Group 6S

HOLYWELL ADJUSTMENT UNIT

HEAD TEACHER – Group 3S

Application forms and further particulars may be obtained from the undersigned, to whom completed forms should be returned by April 13th.
JOHN HOWARD DAVIES
Director of Education
County Hall
Mold
Flintshire
CH7 6ND

CLWYD COUNTY COUNCIL

Teach on exchange or on course abroad.
See overseas and special courses column. (57183)

Special Education

Headships

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
APPOINTMENT OF SENIOR TEACHER
MALLING HOUSE SCHOOL
Town Hill, West Malling, Kent
Applications are invited from suitably qualified teachers in the Tonbridge and Malling Group 4(S) special school for maladjusted girls aged 11 - 16 years.
The appointment is for September 1984 and is from the retirement of present Head Teacher.
Application forms from Divisional Education Officer, 123 High Street, Sevenoaks, Kent ME19 6NE to whom completed forms should be returned by Monday 9 April 1984 (no phoneas).

TUNBRIDGE WELLS DIVISION
APPOINTMENT OF HEAD TEACHER
BROOM HILL BANK SCHOOL
Rusthall, Tunbridge Wells, Kent TN3 0TR
This is a residential special school admitting senior girl pupils - Group 4 (S) providing for girls aged 11 - 16 plus with moderate learning difficulties. Roll 110; boarding 70, day 40.
Applications are invited from suitably qualified teachers for the Divisional Education Officer, 39 Grove Road, Tunbridge Wells, from whom they should be returned by 16th April 1984.
This is a re-advertisement of a previously advertised post. (59529)

Deputy Headships

Second Masters/ Mistresses

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
WESTWOOD HOSPITAL SCHOOL
Cooper Lane, Bradford 6
(Group 3s)
Deputy Headteacher required for September 1984 at this hospital school for approximately 45 pupils with severe learning difficulties. Applicants must be qualified teachers with experience of appropriate experience of mentally handicapped pupils. The ability to work with colleagues from other disciplines is essential. The successful applicant will be expected to contribute to curriculum planning and help lead a lively and dedicated staff. A positive attitude towards the results of the Education Act 1981 will be required of the successful candidate. Familiarity with general educational practice will be an advantage.
Further details and application form (SAE please) from the Directorate Personnel Officer, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP, where completed forms should be returned by 13 April 1984.
Reference ET20184/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, creed or disability — unless otherwise stated. (64497) 160012

EAST SUSSEX
CHALLEY HERITAGE SCHOOL
North Chailey, Lewes BN8 4EP
Deputy Head Teacher (Scale 3B) required for September 1984 for this non-maintained School which caters for 150 physically disabled children aged 2½ - 19 years, 40% of whom have learning difficulties.
Further details and application forms from the Headmaster (SAE). (52868) 160026

BUCKINGHAMSHIRE
BUCKINGHAMSHIRE/CHILTERN AREA
IVER HEATH COUNTY MIDDLE SCHOOL
St Margaret's Close, Iver
DEPT. FOR CHILDREN WITH LEARNING DIFFICULTIES (SCALE 2)
Required for September 1984, an enthusiastic teacher with experience of Special Education or Remedial Department to assist with the integration of children with learning difficulties into mainstream education (SC3).
Application form and further details obtainable from the Education Officer, 56 London Road West, Amersham on receipt of a s.a.e. please. (52819) 160020

HERTFORDSHIRE
AUTISTIC COMMUNITY TRUST
Requires DEPUTY DIRECTOR. September or January. Day Unit for Autistic Young Adults.
Experienced qualified person required, able to design and direct programme for students with severe learning difficulties, and provide support to staff and parents.
Salary - Burnham Deputy Scale 3 (3s).
For details, send s.a.e. Mrs. Lane, Bricket Wood Lane, Bricket Wood, St. Albans, Herts AL2 3TJ. (59560) 160012

OLDHAM
METROPOLITAN BOROUGH
DEPUTY HEADTEACHER (Scale 3B)
Oldham Social Services Teaching Team
Required for the Summer Term or September 1984, a teacher is required to share the responsibility for leadership and behaviour difficulties with another Social Services Teaching team.
Application forms/further particulars (sae please) from the Director of Education, Education Offices, Civic Centre, Oldham OL1 1UG. Closing date 13th April. (59440) 140020

Heads of Department

GLOUCESTERSHIRE
DURSLEY C OF E PRIMARY SCHOOL
Dursley, Gloucestershire
Area Special Needs Centre
Required for September 1984 a suitably qualified and experienced teacher (Scale 3) for the post of Head of Centre. The Special Needs Centre is an integral part of the school, catering for up to 20 primary aged pupils experiencing learning, behavioural and sensory difficulties and involving two teachers and a nursery/welfare assistant.
Further details and application forms from the Headmaster (SAE). (52061) 160018

SUFFOLK
COUNTY COUNCIL
EDWARD FENLEY SCHOOL
Beard Road, Bury St. Edmunds
(Mixed comprehensive 9 - 13: 400 on roll)
Required from September 1984, CO-ORDINATOR OF SPECIAL CLASSES FOR CHILDREN WITH SPECIAL NEEDS (Scale 3B). Special Class Allowance/Scale 3).
Applications are invited from suitably qualified and experienced teachers who take charge of two newly designated classes for children with special needs. A Scale 3 post would be available to a teacher willing to assume overall responsibility for Special Needs throughout the school.
Application forms and further details from the Headmaster, at the school. (SAE please) to whom they should be returned. (52093) 160018

Scale 2 Posts and above

BARNET
LONDON BOROUGH
REQUIRED FOR SEPTEMBER, 1984
KAPLAN'S LAWN SCHOOL
Claremont Road, London NW2 1TR
Tel: 01-455 4111
(Roll 63)
Teacher experienced in working with children with severe learning difficulties, to team leader (Scale 3a) for the Middle School.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms and further details are available from and returnable to the Headteacher at the school (s.a.e.). Closing date: 27th April, 1984. (59354) 160020

BEDFORDSHIRE
EDUCATION SERVICE
FIVE SPRINGS SCHOOL
Northwell Drive, Luton LU3 3BP
SPECIAL EDUCATION SERVICE GROUP SEVICE TEACHER SCALE 2 (S)
A teacher, Scale 2 (S) is required for September to work in the Special Education Support Service team based at Five Springs School for pupils with special educational needs. Candidates should have experience of teaching in special and mainstream schools and be prepared to work in a home base school and local primary schools.
Further details and application form available from The Headteacher at Five Springs School (SAE please). (52868) 160026

CAMBRIDGESHIRE
NORTHERN AREA
SERVICE FOR CHILDREN WITH IMPAIRED HEARING
TEACHER OF THE DEAF
SCALE 2
REQUIRED FOR SEPTEMBER, 1984:-
A qualified teacher of the deaf to work as a second teacher in a Unit for severely deaf children of infant and junior stages. Knowledge of finger-spelling and British Sign Language would be a distinct advantage.
Possibility of housing assistance.
Further details and application forms from the Senior Area Education Officer, Education Office, Thorpe Hall Close, City Road, Peterborough PE1 1UJ (s.a.e. first class) to whom these should be returned not later than 18th April, 1984. (64412) 160020

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
SERVICE FOR THE HEARING IMPAIRED
PERIPATETIC TEACHER - SCALE 3
Required for September, 1984. Applications are invited from suitably experienced teachers of the Hearing Impaired to work largely in the Northern coastal area of Humberside with the hearing impaired children of school age.
An incentive for inner city service is payable with this post, and candidates should hold a full driving licence.
Application forms and further details are available from: Head of Hearing Impaired Service, Lowfield Lane, Molton, North Ferriby, North Humberside HU14 3HY. (S.A.E. please) to whom completed forms should be returned by 9th April, 1984. (52206) 160020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
SULTSTONE E.S.N.(S) SCHOOL
Milestone Road, Stone, Dartford DA2 8DW
Teacher required from September for a class of approximately 10 pupils with very severe learning difficulties within age range 2 - 19 years. Purpose built premises with good facilities. Relevant experience and qualifications desirable. Scale 2 (S) available for suitable candidate. Special Schools Allowance and Scale 1. Fringe Allowance.
Application form by letter to the Headmistress. (52393) 160020

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SERVICE FOR HEARING-IMPAIRED CHILDREN
EDUCATIONAL AUDIOLOGIST
Burnham Scale 3
Qualified Teacher of the Deaf with additional qualification in audiology, required as soon as possible to undertake a full range of assessment duties with both pre-school and school aged children.
Further details available on request.
The use of a car is essential, travelling expenses will be paid according to the Authority's agreed scales.
Apply by letter (no forms) including full curriculum vitae and names and addresses of two referees to Mr. D.R. Harrison, Service for Hearing Impaired Children, County Hall, Glenfield, Leicester LE3 8RF. (52024) 160020

NEWHAM
LONDON BOROUGH OF NEWHAM
GURNEY SCHOOL
Knox Road, London E7 9HW
Head Teacher: J. Francis
Number on roll: 110
RESPONSIBILITY FOR MATHEMATICS Scale 2(S)
Required Easter 1984 or as soon as possible thereafter.
London Allowance £587.
Application (forms s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 10th April 1984.
Education Offices. 379/383 High Street, Stratford, London E15 4RG.
An Equal Opportunity Employer. (59548) 160020

NORFOLK
COUNTY AUDIOLOGY SERVICE
UNITS FOR HEARING IMPAIRED CHILDREN
THORPE ST. ANDREW C. HIGH SCHOOL
Norwich
Teacher of the Deaf, Scale 2 required for September 1984 to be responsible for teaching hearing impaired pupils in the Upper School. Secondary experience and possession of science subject qualification preferred.
Application forms and further particulars on receipt of an S.A.E. from the County Hall, Martineau Lane, Norwich NR1 2DL, to be returned by 25th April 1984. (52884) 160090

NORTHUMBERLAND
REGIONAL SERVICE FOR VISUALLY HANDICAPED CHILDREN
Northumberland, North Tyneside, Newcastle upon Tyne
Qualified TEACHER of the BLIND, required from 1st September 1984 or earlier if possible. Salary Scale 3. Will cover Northumberland district with Morpeth as base for travel allowance. And relate to Teacher/Advisor for Service, in Newcastle.
Application forms, returnable 13.4.84, from Acting Director of Education, County Hall, Morpeth NE61 2EF. (52941) 160020

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
BRECKNOCK HIGH SCHOOL
TEACHER OF THE DEAF
Required for September, 1984 a qualified teacher of the deaf to assist in establishing a unit for hearing impaired children of secondary school age in Brecon. Salary on scale 2 plus S.S.A.
Application forms and further information obtainable from the Director of Education, Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA, to whom completed forms should be returned by 13th April, 1984. (Ref: 797). (59903) 160020

WORCESTER
WORCESTER COLLEGE FOR THE BLIND
Senior Housemaster required. See Independent Schools. (60379) 160020

Scale 1 Posts

BIRMINGHAM
THE BIRMINGHAM ROYAL INSTITUTION FOR THE BLIND
LICKEY GRANGE SCHOOL
Old Birmingham Road, Bromsgrove, Worcester B60 1QE
Principal Douglas Folley, B.A.
Required for September, teacher for boys P.E. and General Science (mainly Human Biology). Unfurnished house available if required. The teacher appointed will be expected to obtain a qualification to teach visually handicapped children within three years.
Applications (no forms) to Principal from whom further details may be obtained. (64442) 160028

BURY
METROPOLITAN BOROUGH OF BURY
TEACHING APPOINTMENTS
In order to complete the staff team the following teachers are required for 1st September 1984, at Cloughside School, Bury New Road, Prestwich, Manchester M25 7BL. In preparation for the opening of the Gardner Unit (Secure Adolescent) at Prestwich Hospital.
A secure accommodation allowance is currently under consideration.
Scale 2(S). Teacher to take a small number of children exhibiting the most severe personality and behaviour problems.
Scale 1(S) Teacher of mathematics.
Scale 1(S) Teacher of domestic science.
Scale 1(S) Teacher to offer Art/Light craft.
Application forms and further details obtainable from and returnable to the Director of Education, Athenaeum House, Market Street, Bury BL9 0BN by Friday, 13th April, 1984. (59957) 160022

CHESHIRE
WARRINGTON DISTRICT
SCALE 1 (S)
LOUSHERS LANE SPECIAL SCHOOL
Loushers Lane, Warrington
Tel: Warrington 33098
Applications are invited from suitably qualified teachers to teach a group of children with severe learning difficulties.
The person appointed needs to be aware of physiological levels, capable of writing prescriptive teaching programmes and committed to detailed recordings of children's progress. An interest in music and the ability to play an instrument would be an advantage.
Application forms available from and returnable to the District Education Officer, Cheshire County Council, Warrington District Education Department, Priestley House, Sankey Street, Warrington. Closing date 13th April 1984. (59978) 160022

DERBYSHIRE
ST. CLARE'S SCHOOL
Rough Manor Road,
Mickleover, Derby DE3 5AZ
Required from 4th June 1984 until July 1985 to take charge of junior class at this Area Special school for EMP(SA). Scale TEACHER SCALE 1 PLUS 56A.
Application form and details obtainable from and returnable to the Head Teacher (sae please). Closing date 14th April 1984.
Derbyshire County Council is an Equal Opportunity Employer. (59356) 160022

DORSET
WESTFIELD SCHOOL
Littlemoor Road, Preston, Weymouth DT3 6AA
Required for September 1984 at this school for slow learning children aged 9 to 16 years, TEACHER (Scale 1 plus Special Schools Allowance) able and willing to influence practical activities throughout the senior section of the school.
Interest in pottery to the Headteacher as soon as possible (brochure available (sae please). (59861) 160022

ESSEX
NEW HALL SCHOOL
Requires teacher for Special Unit.
Please see Independent Schools, other than by subject.
Other Assistants. (52109) 160022

GLOUCESTERSHIRE
CAM HOUSE SCHOOL
Dursley
63 on roll
Qualified Handicraft teacher required from September or earlier if possible for this Day/Residential School for Maladjusted Boys Scale 1 (a) plus payment for additional duties.
Further details and application form from the Headmaster S.A.E. (52295) 160022

GLOUCESTERSHIRE
SHRUBSERIES SCHOOL
Oldends Lane, Stonehouse, Glos.
for children with severe learning difficulties
Required as soon as possible Scale 1(S) teacher to work as part of a team with senior age children. The emphasis within the Senior School is on maximum independence for these children and an integration into the local community. The successful candidate would need to be committed to this idea and to be capable of applying behaviourist principles within a structured curriculum.
S.A.E. for application form/job description to the Headteacher. (52297) 160022

3 TEACHING POSTS HEADLANDS SCHOOL PENARTH, GLAMORGAN

Headlands is a Special school for 56 children (boys & girls) who have severe educational, behavioural and psychological difficulties. We require experienced class teachers of general subjects to commence duties in September 1984.

Scale I — General class teacher with ability to play the piano, specialist knowledge of Music, General Science or Physical Education.

Scale II — General class teacher to undertake the programme of careers advice and work experience, in conjunction with holiday relief for colleagues.

Scale III — Senior Teacher to teach own class and be responsible for English and Mathematics throughout the school.

Former approved school allowance £1,056 per annum.

Applicants are invited for the above posts from experienced teachers. Previous experience in the field of Special Education would be advantageous.

NCH is a Christian-based organisation.

For informal discussion ring Mr G. Jensen on (0222) 705538.

Application forms from Staffing Secretary, 85 Highbury Park, London N5 1UD. Closing date for applications is April 9, 1984.

NATIONAL CHILDREN'S HOME

FAIRFIELD HOUSE SCHOOL
BROADSTAIRS, KENT

TEACHER

Scale 1 + SSA
General Subjects

Fairfield House School caters for youngsters of secondary school age who are experiencing educational, emotional and behavioural problems. The majority of its 35 – 40 pupils are residential girls, but the attached Day Unit is mixed.

A general subjects teacher, preferably with residential Special Schools experience, or a newly qualified teacher with Special Education training, is required for September.

An understanding of the needs of youngsters with emotional and behaviour problems is essential.

Preferred main subjects: Home Economics or English.

Salary and Conditions are in accordance with Burnham.

For further details and application form please contact John McGinty (Principal), Fairfield House School, Broadstairs, Kent, Tel: Thanet (0843) 62132.

Closing date for applications: 13th April, 1984. (9612)

Save the Children

WILTSHIRE – SPECIAL SCHOOLS
Springfields School, Calne
Headmaster: Mr R. E. Nethercott

Springfields is a new residential co-educational special school, opening in September 1984, for up to 45 pupils aged 10–16, with serious emotional and behavioural problems.

Required for September 1984

TWO/THREE SCALE 1(S) TEACHERS

to complete the initial teaching staff establishment at this school.

Relevant teaching experience, and training or qualifications in special education highly desirable. Please specify particular curricular and/or out of school activity skills/interests.

Extraneous duties for a minimum of 12 hours per week.

Application form and further details (SAE please) from:
Mr C. C. Vowden
Clerk to the Governors
3 Horsebrook Park
Calne SN11 8EX.

Closing date for applications – 28th April, 1984. (8719)

SPECIAL EDUCATION
continued

HARINGEY
Progress with Humanity

GREENFIELDS SCHOOL
Coppetts Road, London N10
(Tel: 01-444 5368)
Temporary Scale 1 teacher required for Summer Term to teach mixed subjects to a group of up to 8 Secondary age pupils at this day school for children with emotional and behavioural difficulties. Ability to offer humanities, science/art and craft would be an advantage.
Scale 2(b) post available for suitably experienced and qualified candidate. Applicants are invited to visit the school.
London Allowance (£987) payable.
Forms of application (s.a.e.) available from the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green, London N22 4TY.
Closing date: 9th April 1984.
Haringey is an equal opportunity employer. (59358) 160022

HAVERING
LONDON BORROUGH OF HAVERING
HAVOLTS SCHOOL
Settle Road, Harold Hill, Romford
An all one day school for children with moderate learning difficulties
Tel: Ingrebourne 43649
(Headteacher: G.W. Wren, M.Ed.)
Required for April 1984 a teacher to take responsibility for craft work throughout the school. Facilities exist for woodwork and light metalwork. The appointment may be at Scale 1 (b) or Scale 2 (b) and applicants should state clearly on the application form for which post they are applying.
Application forms and further details are available (s.a.e. please) from the Director of Educational Services (Ref. Staffing/H.1), Mercury House, Mercury Gardens, Romford RM1 3DH.
Closing date: 11th April 1984. (59576) 160022

HERTFORDSHIRE
TEWIN WATER SCHOOL
Tagwell, Welwyn, Herts. AL6 0AA
Headmaster: D.W. Cox
Tel: Welwyn 4228
Required for September 1984 a Qualified Teacher of the Deaf (Scale 1) to teach general subjects in this School for Secondary age children. An interest in and ability to work with educational computers would be an advantage.
Residential accommodation is available if required. A resident teacher would be expected to undertake residential duties.
Application forms and further details are obtainable from The Headteacher, Tewin Water School, Tagwell, Welwyn, Hertfordshire. Tel. Welwyn 4288. S.a.e. please. (59496) 160022

CAMBRIDGESHIRE
THE SEASTICKS SOCIETY
MILDRETH MANOR SCHOOL
Mildreth, Nr. Royston SG8 5EG
Group 7(b)
2 TEMPORARY CLASS TEACHERS SCALE 1 (B)
Required from Easter. Preference will be given to trained/experienced teachers of multiply handicapped children.
Vacancies due to internal promotion. Possibility of permanent appointments from September.
Further information and application forms on receipt of foolscap s.a.e. available from the Head Teacher at the above address. (59495) 160022

HERTFORDSHIRE
EDUCATION DEPARTMENT
AN ADVISER FOR SPECIAL EDUCATIONAL NEEDS
Applications are invited from suitably qualified and experienced teachers for the above post available from September. Kent of this Adviser's work will be in support of the education of children with special needs in mainstream schools. Salary Equivalent Burnham Head Teacher Group 7 plus London Outer Fringe Allowance.
Further details and application forms from the County Education Officer (Ref JH/16) County Hall, Hertford, Herts.
Closing date for applications: 13th April 1984. (59274) 160022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
POLAR HOUSE MIDDLE SCHOOL
Arthur Road, London SW19 7DS
Headteacher Mr. R.P.B. Sims, B.Ed.
Tel: 01-947 4445
Age Range 9 - 13 years
No. on roll 491
London Allowance £987
Closing date 6th April 1984
Required Summer Term only for a member of staff on secondment, a suitably qualified and experienced teacher for music with special needs.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (52343) 160022

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
FALKLAND SCHOOL
Mullen Road, Hill Farm, Wallsend NE28 9UA
(2 - 19)
Roll 76
Headteacher: Mrs. M.P. Curren
Required for 30th April 1984 at this day school for children with severe learning difficulties.
Scale 1 plus S.S.A. TEACHER. Candidates should have experience in special education.
Application forms are available on receipt of s.a.e. from the Director of Education, Education Office, The Chase, North Shields NE29 8UY, and should be returned to the Headteacher as soon as possible. (52214) 160022

NORTHAMPTONSHIRE
CHERRY ORCHARD MIDDLE SCHOOL
Birchfield Road East, Northampton NN3 2TA

UNIT FOR HEARING-IMPAIRED CHILDREN
Required for September 1984 a full qualified TEACHER (SCALE 1 PLUS SSA) of the deaf to assist with the teaching of partially - hearing and profoundly deaf children.
The successful applicant may also be required to teach mainstream classes with or without hearing impaired children.
Further details and application forms from the Headmaster (SAE please).
Closing date: 13 April 1984. (52300) 160022

NORTHUMBERLAND
SENWICK COMMUNICATION DISORDERED PUPILS
2 Busily qualified TEACHER/SPEECH THERAPISTS required Sept. 1984. Successful candidates would be attached to language units based in (1) mainstream 1st school; (2) school for slower learning children in Morpeth. Would be responsible day to day running of units including planning and implementation of individual teaching programmes and liaison between units and host school. Teachers with Diploma in Remedial Language Studies or willing to accept secondment to recommended course also considered.
Salary: Burnham Scale 1 plus special schools allowance; Scale 2 plus special schools allowance for suitably qualified teachers.
Removal expenses/lodging allowances may be payable.
Application forms, returnable 13.4.84, from Director of Education, County Hall, Morpeth NE61 2EF. In interest of economy unsuccessful applicants will receive no further notification if you have not heard by 25.5.84, you may assume you have been unsuccessful. (52230) 160022

NORTHUMBERLAND
NUNNYKIRK HALL SCHOOL
(RESIDENTIAL)
Netherwitton, Morpeth NE61 4PR
Private special school for children with specific learning difficulties, age range 10 - 16 and Girls aged 10 - 16
Required for September, resident teacher for Art/Craft to CSE with humanities and general teaching. Experience in remedial education desirable but not essential. Small classes family atmosphere. Small flat available in return for residential duties. Burnham Scale 1.
Apply in writing only to the Headmistress, giving full details, including names and addresses of two referees. (52337) 160022

OXFORDSHIRE
HOUSEPARENTS:
The Principal of Swalcliffe Park School Trust, a recognised Special School at Swalcliffe, near Banbury, Oxfordshire OX15 5EP will, on request, send details of child care posts for resident houseparents. Persons with sound, practical skills and sound, capable of contributing to the daily care of a small group of intelligent boys, age range 11 - 19.
Salary per NJC scale less residential charge. (59467) 160022

ROTHERHAM
METROPOLITAN COUNCIL
THE OAKS SCHOOL
Required for 30th April, 1984 until Christmas 1984.
TEMPORARY ASSISTANT TEACHER (SCALE 1 PLUS S.S.A.)
Temporary Class Teacher for a group of nursery children with severe learning difficulties.
Closing Date: As soon as possible.
Curriculum Vitae and details of two persons for reference to the Director of Education, Norfolk House, Walker Place, Rotherham, W.R. Mussett, Director of Personnel Resources. (59538) 160022

OXFORDSHIRE
COUNTY COUNCIL
NORTHFIELD SCHOOL
Knights Road, Banbury
Lane, Oxford OX4 3DQ
Roll 65
Required from Easter 1984 a teacher for art and other general subjects (Scale 1 plus S.S.A.). Opportunity for candidate's own specialism. The school caters for secondary age pupils with emotional, behavioural and social problems with consequential educational lags.
Further details available.
Apply with full details to the Headteacher, S.A.E. please. (52116) 160022

SOMERSET
Near Bath
Required for the Summer Term, in school catering for children with specific learning difficulties, age range 10 - 16, an additional member of staff with a proven interest and experience in the field of remedial English and Maths. As this is a boarding school a willingness to participate in extra curricular activities is necessary. The post could be a temporary or permanent post, and applications are invited also from people who would like a start until the Autumn Term.
Apply in writing to headmaster, Ravenscroft School, Farleigh, Hungerford, near Bath. (52289) 160022

SUFFOLK
COUNTY COUNCIL
HOWARD MIDDLE SCHOOL
Beard Road, Bury St. Edmunds
(Mixed comprehensive 9 - 13: 400 on roll)
Required from September 1984 a teacher for children with special needs (Scale 1 plus special class allowance).
Applications are invited from suitably qualified and experienced teachers for one of two newly designated classes for children aged 9 - 11 and 11 - 13 years.
Application forms and further details from the Headmaster, (a stamped s.a.e. please) to whom they should be returned. (52051) 160022

SUFFOLK
COUNTY COUNCIL
TOLLGATE COUNTY PRIMARY SCHOOL
Tollgate Lane, Bury St. Edmunds
(Age range 5 - 9: 225 on roll)
TEACHER FOR CHILDREN WITH SPECIAL NEEDS
(Scale 1 plus special class allowance)
Required from September 1984.
Applications are invited from suitably qualified and experienced infant teachers for a newly designated class for children with special needs aged 5 - 7 years.
Application forms and further details from the Headmaster, at the school, (a.s.a.e. please) to whom they should be returned. (52089) 160022

SURREY
EDUCATION COMMITTEE
PONDS MEADOW SCHOOL
Guildford
TEMPORARY teacher required only for Summer Term 1984 at this day school for 240 children with severe learning difficulties aged 2½ - 16 years. Teach Specialist Science to a group of multi-handicapped children. Burnham Special Schools Allowance. Contact Head Tel. Guildford 39359. (52369) 160022

THAILAND
BRAILLE TEACHER required for Khon Kaen Blind School, Thailand for 2 years from August 1984.
For details of terms of service and address, see VSO advertisement in Overseas Section. (52350) 160022

WILTSHIRE
SHELDON SCHOOL
Chippenham, Wilts SN14 0RJ
(Tel: 0249 651216)
Mixed 11 - 18
Comprehensive. NOR: 1230
Required for September, full time teacher Scale 1 (plus special class allowance £711 pa) to work within the Conservation Studies faculty mainly with a class of pupils with special learning needs (formerly ESN-M).
Further details on receipt of SAE to the Headmistress. Closing date for application: 13 April. (59545) 160022

SUFFOLK
COUNTY COUNCIL
NORTHGATE MIDDLE SCHOOL
Beard Road, Bury St. Edmunds
(Mixed comprehensive 9 - 13: 400 on roll)
Required from September 1984 a teacher for children with special needs (Scale 1 plus special class allowance).
Applications are invited from suitably qualified and experienced teachers for one of two newly designated classes for children aged 9 - 11 and 11 - 13 years.
Application forms and further details from the Headmaster, (a stamped s.a.e. please) to whom they should be returned. (52051) 160022

OXFORDSHIRE
COUNTY COUNCIL
NORTHFIELD SCHOOL
Knights Road, Banbury Lane, Oxford OX4 3DQ
Roll 65
Required from Easter 1984 a teacher for art and other general subjects (Scale 1 plus S.S.A.). Opportunity for candidate's own specialism. The school caters for secondary age pupils with emotional, behavioural and social problems with consequential educational lags.
Further details available.
Apply with full details to the Headteacher, S.A.E. please. (52116) 160022

SOMERSET
WELLINGTON SCHOOL
Somerset
nr. D.G. HMC
Required in September the Senior Master/Mistress to lay in charge of the Clubs to be Day School of 560 pupils but Boarding accommodation available with Head of Department post.
For further particulars please write to the Bursar. (59320) 160022

Independent Schools
Deputy Headships
Second Masters/Mistresses

School of S. Mary & S. Anne
ABBOTS BROMLEY

Following the appointment of Miss M. J. Tyler to be Headmistress of Highworth School for Girls, Ashford, the Midland Chapter of the Woodard Schools invites applications for the post of

HEAD

of this independent boarding school taking girls aged 7–18. The successful candidate will be required to take up post as soon as possible after 1st September and not later than 1st January 1985. Closing date for applications 9th April 1984. Details from: Divisional Bursar, 14A The Square, Shrewsbury SY1 1LN. Tel: (0743) 56038.

(9689)

THE GRANGE CENTRE FOR THE HANDICAPPED

PRINCIPAL

required from September 1984

The Council of Management invite applications from suitably qualified persons, preferably with administrative or residential experience, for the above post. The Centre provides needlework training, sheltered employment and residential care for 45 physically handicapped girls aged 16 and over.

Salary from £12,000 or, if appropriate, Burnham Group 3(S) with Head Teacher's Allowance. Pleasant 3 bedroomed house available.

Full details and application forms from The Secretary, The Grange Centre, Rectory Lane, Bookham, Surrey KT23 4DZ.

(9690)

APPTS. IN SCOTLAND

THE GOVERNORS OF DOLLAR ACADEMY TRUST
TEACHER OF PHYSICAL EDUCATION (Girls)
Required for 31 August 1984.
Applications (no forms) should be sent to: The Rector, Dollar Academy, Dollar FK14 7DU, as soon as possible. (59358). 170000

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS
Applications are invited from registered teachers for the undernoted posts.

PRIMARY

HEAD TEACHER

	Responsibility Allowance
Reference A Balloan Primary School	£1,286
Reference C Gorebridge Primary School	£4,320 Subject to review

SECONDARY

PRINCIPAL TEACHER

Reference B Boroughmuir High School – Home Economics	£2,823
Reference C Dalkeith High School – Music	£2,676
Reference B Forrester High School – Technical Education	£2,467
Reference B St Augustine's High School – Technical Education	£2,823 Subject to review
Reference C St David's High School – Business Studies/Economics	£2,263 Subject to review

Salary will be in accordance with the current Scottish Teachers Salaries Memorandum.
Application forms and further particulars may be obtained from:
For posts marked Reference A
Divisional Education Officer, East Lothian Division, Council Buildings, Court Street, Haddington EH41 3HA
For posts marked Reference B
Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ
For posts marked Reference C
Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 8JJ
Closing date for applications is 13th April, 1984.

SPECIAL EDUCATION

HEADTEACHER

Applications are invited from registered teachers with experience of working in special education in a promoted capacity.
Applicants must have an appropriate qualification in special education. The school provides for approximately 110 pupils (age 5-19) with special educational needs arising from moderate learning difficulty - The post will be vacant from 14th August, 1984.
Salary will be in accordance with the current Scottish Teachers Salaries Memorandum. The following allowances are also payable (if appropriate):
Responsibility Allowance £2,662 plus £402 (Social 23(A))
Special Qualification to teach children with specific learning difficulties £391
Application forms may be obtained from the Divisional Education Officer (Personnel), 40 Torphichen Street, Edinburgh EH3 8JJ.
Closing date for applications is 13th April 1984.

(9671)

Moray House College of Education

IN-SERVICE B.Ed (PRIMARY)
DEGREE AND HONOURS DEGREE

Applications are invited from experienced primary teachers for this new part-time degree course approved by the Scottish Education Department and validated by CNAA. The course will involve attendance at College for one or two evenings per week over a 3-year period, together with two weeks' summer school each year.

Further particulars and forms of applications are obtainable from the Admissions office, Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ. The closing date for receipt of formal applications for the June 1984 intake is Friday, 27th April, 1984.

(9672)

ROYAL SCHOOL DUNGANNON

The Board of Governors invite applications for the Post of

HEADMASTER

of this Day and Boarding Voluntary Grammar School (Group 8).

Further details of the post and method of application can be obtained from:–
The Secretary, Board of Governors, Royal School, Dungannon, Co. Tyrone BT71 6AP.

Closing date for receipt of applications: 16th April, 1984.

(9687)

INDEPENDENT EDUCATION
continued

CHESTER
THE KING'S SCHOOL
Chester

JUNIOR SCHOOL
117 Boys aged 8 - 11
Deputy Head required for September 1984. Applications from experienced teachers are invited. The successful candidate will be required to teach principal general subjects, preferably to one of two top forms, and perform a variety of administrative tasks. A full commitment to games (soccer and cricket) and activities such as school camp will be essential. Salary scale is Burnham with appropriate augmentation.
Written applications, including the names and addresses of two referees should reach the Headmaster of the Junior School by 6th April. (59438) 180012

DORSET
ST. ANTONY'S-LEWESTON SCHOOL
Sherborne, Dorset DT9 4HP
(Independent Girls' Boarding and Day School, Roman Catholic)
(406 girls 11 - 18, 394 Boarders, 84 in the Sixth Form)
Applications are invited from experienced and well qualified graduates for the post of DEPUTY SENIOR MISTRESS/MASTER to take up the appointment in September 1984. Salary will be according to the Burnham Scale and accommodation will be provided.
Further details of the post and information about the school may be obtained from the Headmistress to whom applications should be made by letter enclosing full curriculum vitae and the names and addresses of two referees. (52001) 180012

By Subject Classification

Arts and Design

Heads of Department

SURREY
WOLDINGHAM SCHOOL
(Sacred Heart Foundation)
Independent R.C. school for 400 girls 11 - 18 years
Required September 1984, an enthusiastic and well qualified HEAD OF ART to teach to A level; lively department, excellent facilities. Burnham Scale 4.
Closing date for applications April 10th.
Interviews on May 1st 1984.
Apply by letter with full c.v. to the Headmistress, Woldingham School, Marden Park, Woldingham, CR3 7YA. (59339) 181218

Other Assistants

NORTH YORKSHIRE
AMPLEFORTH COLLEGE
Required for September a fulltime photographer to join a Design team based in a new purpose-built Centre. Ability to teach History of Art at A level is also a pre-requisite for the post.
Apply with full curriculum vitae and names of two referees to: The Headmaster, Ampleforth College, York. YO6 4ER, from whom further details may be obtained. (59242) 181284

HERTFORDSHIRE
HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Aldenham Road, Bushey, Herts. WD2 3JJ
Independent Day School, 750 in Main School 220 in Sixth Form
Required in September, preferably full-time, well qualified Art teacher to share in teaching throughout the school to 'O' and 'A' level. Special interest in Art History an advantage. Well equipped studios. Burnham Scale.
Apply to the Head Mistress with curriculum vitae and names of two referees. (59334) 181224

SURREY
GUILDFORD HIGH SCHOOL
London Road, Guildford, Surrey
(Church Schools Company Ltd.)
ART teacher required for September 1984 to teach O and A Level in a lively Art Department. Staff will move into new studios in 1985. Scale 2 Candidates should be well qualified and versatile, with main strength in painting care.
Please apply by letter to the Headmistress, enclosing curriculum vitae and the names of 2 referees. (64062) 181224

Classics

Other Assistants

CAMBRIDGESHIRE
THE PERSE SCHOOL FOR GIRLS
Cambridge
Required for September 1984, a good Honours Graduate to teach Classics up to University Entrance standard.
Applications, stating qualifications, and experience if appropriate, and the names and addresses of two referees, should be sent to the Headmistress, The Perse School for Girls, Union Road, Cambridge CB2 1HF. TEL (59908) 181624

CAMBRIDGE
ST MARY'S CONVENT
Bateman Street, CB2 1LY
G.B.A. Independent R.C. Day School. 500 Girls 11 - 18
Required for September 1984, Graduate Teacher of Geography to share teaching throughout the school with a department offering Latin, Greek and Classical Civilisation to A Level and beyond. Burnham Scale according to qualifications and experience.
Applications with curriculum vitae and the names, addresses and telephone numbers of two referees should be sent to the Headmistress. (59309) 181624

Computer Studies

Other Assistants

CAMBRIDGE
THE PERSE SCHOOL
Cambridge
(HMC., G.B.A.)
A graduate will be required in September 1984 to teach Computer Studies, Physics and Mathematics.
Applicants should write to The Headmaster, The Perse School, Hills Road, Cambridge giving full particulars of qualifications, experience, subsidiary subjects and referees. Candidates should also give particulars of what contributions they are willing and able to offer to games and other out-of-school activities.
Burnham Scale according to experience. (59200) 182024

CAMBRIDGE
THE PERSE SCHOOL
Cambridge
(H.M.C., G.B.A.)
A graduate will be required in September 1984 to teach Computer Studies, Physics and Mathematics.
Applicants should write to The Headmaster, The Perse School, Hills Road, Cambridge giving full particulars of qualifications, experience, subsidiary subjects and references. Candidates should also give particulars of what contributions they are willing and able to offer to games and other out-of-school activities.
Burnham Scale according to experience. (59329) 182024

LONDON
ELTHAM COLLEGE
HMC: Formerly D.G. 11 - 18. Day and Boarding for 515 boys Sixth Form places for girls
Required September 1984, a person to assist in the Computer Science Department with both teaching and the provision of computer services to the whole school community. Excellent facilities, with excellent equipment recently installed. Courses: 'O' and 'O' level computer literacy. Eltham College Scale, above Burnham Scale (V). This is a part-time post, but course and service commitments develop over the next three years with the number of hours required per week will increase and the post will become a full-time one.
Applications with names of two referees should reach curriculum vitae to be sent to the Headmaster, Eltham College, SE9 4QF. (59864) 182024

WEST MIDLANDS
Part-time teacher required from September 1984 to take Computer Studies from 11 years to 'O' Level. Boys' Independent School.
Apply in writing with C.V. to Wylde Green College, 244 Birmingham Road, Sutton Coldfield B72 1EA. (59387) 182024

Craft, Design & Technology

Other Assistants

HAMPSHIRE
PORTSMOUTH GRAMMAR SCHOOL
CRAFT, DESIGN AND TECHNOLOGY
Required September 1984 a suitably qualified teacher of Craft, Design and Technology to assist in an expanding department. Particular interests in metalwork and modular technology preferred. Willingness to participate in extra-curricular activities an advantage. Burnham Scale plus P.O.S. Allowance.
Apply with curriculum vitae and names and addresses of two referees to the Headmaster, Portsmouth Grammar School, High Street, Portsmouth PO1 2LN. (59454) 182124

NORWICH
LANGLEY SCHOOL
Langley Park, Norwich NR14 6BJ
This independent boys boarding and day school in splendid surroundings houses 200 pupils, all undertaking GCE 'O' and 'A' level Courses and including a co-educational 6th Form of 45 pupils
An Assistant Teacher is required for the Autumn Term 1984 to teach Craft and Technology to 'O' level and 'A' level and to take charge of the department.
A teacher technically qualified with teaching diploma who is keen to participate fully in the life of a boarding school and who is able to coach cricket, hockey and rugby to a good standard is being sought.
Salary: Own Scale based on Burnham. Scale 2/3 plus Langley extra.
Free board and lodging are offered to single staff in term time in return for boarding school duties.
Please apply with brief details of experience and qualifications and names and addresses of two referees to The Headmaster, Langley School, Langley Park, Norwich NR14 6BJ. (59513) 182124

YORK
POCKLINGTON SCHOOL
near York
HMC: 270 Boarders 450 Day Boys (Girls in Sixth Form)
Required for September 1984 an additional member of Staff to share in development of a highly successful DESIGN/CRAFT/TECHNOLOGY CENTRE.
'O' and 'A' level work available besides core curriculum teaching from ages 9 - 13. Sound academic ability and special interest in such fields as Mechanisms, Electronics and Mechanisms but the ability to teach other skills will also be most important. This post would suit an applicant seeking a first appointment but a Scale 2 would be available for a suitably qualified applicant. Accommodation available for a single person.
Further details available from the Headmaster, Pocklington School, West Green, Pocklington, York YO4 2NE. Tel. Pocklington 3125. (52352) 182124

CAMBRIDGE
THE PERSE SCHOOL FOR GIRLS
Cambridge
Required for September 1984 a Head of Economics in the Sixth Form, and manager, able to inspire staff and gain the regard of parents and pupils. Younger candidates are encouraged to apply, as well as the more mature and experienced.
Salary circa £15,000. DES Superannuation and other benefits.

The Gatehouse School
London E2

Applications are invited for the following posts, from September 1984.

Principal

to take overall control of this co-educational day school for 160 pupils aged 2½ to 16. Substantial new funding by one of the Sainsbury Family Trusts has created a major impetus in the School's work of intergrating children with special needs into normal school life.

The new Principal will develop a plan for re-organisation and expansion in consultation with the Trustees. This challenge requires a person of outstanding qualities as teacher and manager, able to inspire staff and gain the regard of parents and pupils. Younger candidates are encouraged to apply, as well as the more mature and experienced.

Salary circa £15,000. DES Superannuation and other benefits.

Head of Senior School

to take charge of the 11 to 16 age group within the school. To teach a major subject to GCE 'O' Level and be responsible to the Principal for the organisation, discipline and academic policy of this section. A trained graduate is sought, with a proven teaching record.

Salary circa £11,000. DES Superannuation.

For further details and an application form please contact:
Miss T. Atkins, Gabbitas-Thring Services Ltd., Broughton House, 6, 7 & 8, Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.

(9722)

Gabbitas-Thring

Economics

Heads of Department

BRADFORD
BRADFORD GIRLS' GRAMMAR SCHOOL
Independent 600 girls
Required for September Head of expanding BUSINESS STUDIES department, teaching up to and including 'level.
Please apply in writing to the Headmistress giving two names for reference, as soon as possible please. (59311) 182216

HAMPSHIRE
SEDALES SCHOOL
Petersfield, Hampshire GU32 3HQ
HMC Coeducational 13 - 18 Boarding
ECONOMICS GRADUATE
Required from September 1984 to be in charge of Economics in the Sixth Form, and teaching up to 'O' level. Applications from those qualified in Business Studies will also be acceptable.
The Headmaster welcomes applications (letters, no forms - including curriculum vitae and the names of two referees). (52029) 182218

HULL
HYMERS COLLEGE
H.M.C. (690 boys, 160 in the VI form)
HEAD OF ECONOMICS/BUSINESS STUDIES
Required for September 1984, a Head of the newly formed Department of Economics and Business Studies. Sixth form duties according to qualifications and experience. The successful candidate should be prepared to teach either History or Computing in the middle school.
Applications (no forms) with names of two referees should be sent immediately to the Headmaster, Hymers College, Hymers Avenue, Hull, HU3 1LW. (60394) 182218

Other Assistants

BRIGHTON
BRIGHTON & HOVE HIGH SCHOOL
Montpelier Road, Brighton BN1 3AT
G.P.D.S.T.
Graduate teacher of ECONOMICS required for Sixth Form Advanced Level (London Board) and Oxbridge examinations. Ability to offer another subject an advantage. Full or part-time post: Burnham Scale as appropriate.
Please apply in writing with curriculum vitae, testimonials and the names of two referees. (59364) 182224

EAST SUSSEX
ST MARY'S HALL
Brighton
C. of E. Independent public School for Girls (approx. 380)
Required for September 1984, a fully qualified part-time teacher to teach 'A' Level Economics and if possible to help with Mathematics or Computer Studies at 'O' Level.
Apply in writing with curriculum vitae and names and addresses of two referees to the Headmistress, St Mary's Hall, Eastern Road, Brighton, Sussex BN2 5JF. (59790) 182224

READING
THE ORATORY SCHOOL
Woodcote, Nr. Reading
Required for September, a graduate to teach ECONOMICS to A and B Level and to offer Junior MATHEMATICS, preferably to O Level standard. There is the possibility of a strong candidate being considered for appointment to Head of Department. Ability to coach games an advantage.
Salary: Burnham plus.
Applications, including a curriculum vitae and the names of two referees, to the Headmaster. (52843) 182224

SURREY
BOX HILL SCHOOL
Mickleham, Dorking, Surrey
Co-ed boarding school run on Gordonstoun lines
REQUIRED September 1984 resident (single accommodation available) or non-resident Teacher of Economics (with Politics), Geography, the former VIth Form teaching to 'A' Level, the latter third to VIth Form to 'O'/CSE. Burnham Scale, State Superannuation.
Applicants should state activity interests, particularly Rugby. Assistant Housemastership (Junior Boys) an advantage.
Apply Headmaster, naming two referees. (59856) 182224

YORK
POCKLINGTON SCHOOL
near York
HMC: 270 Boarders 450 Day Boys (Girls in Sixth Form)
Required for September, 1984 a young Graduate to teach ECONOMICS to 'A' and University Entrance levels. At present there are 70 students studying for 'A' level and the Department is expanding. Some Geography or Mathematics in the junior part of the School would be available for suitably qualified applicant. A willingness to be involved in the total life of the School, including the skilled coaching of games, is important.
Please apply with C.V. and names and addresses of two referees to the Headmaster, Pocklington School, Pocklington, York YO4 2NE. (60003) 182224

THE NEWCASTLE UPON TYNE CHURCH HIGH SCHOOL
Tankerville Terrace, Newcastle upon Tyne, NE2 3BA

Required for JANUARY, 1985

DEPUTY HEAD

for this Independent Day School for Girls, with 610 pupils (370 in the Senior School). The School is a Church foundation.

Applications with curriculum vitae, testimonial and the names and addresses of two referees should be sent to the Head Mistress not later than April 27th, 1984.

(9609)

WELLS CATHEDRAL SCHOOL
Wells, Somerset
HMC – GBA
Co-Educational Boarding & Day

Director of Art, Design and Technology

Applications are invited from suitably qualified men and women graduates for September 1984. Teaching to 'A' level and throughout the school.

Salary: Burnham Scale III with addition.

Teacher of English and Drama

Required for September 1984, a well-qualified graduate to teach English, including 'A' level and Oxbridge entry and to be responsible for the teaching and production of Drama.

Salary: Burnham Scale I or II with addition, depending on qualifications and experience. A willingness to help with extra curricular activities is important.

Further details of either post and application form available from: Headmaster, 23 The Liberty, Wells, Somerset BA5 2SZ. Tel: Wells (0749) 72117.

(9608)

BLACKHEATH HIGH SCHOOL

Girls' Public Day School Trust
Wemyss Road, Blackheath, SE3 0TF
(375 girls 11–18, 83 in the Sixth Form)

DEPUTY HEAD

A new post to be filled by September 1984.
Salary: Burnham + Inner London Allowance, Deputy Head Scale, Group 9 school.
This post requires a person of dedication, proven administrative skills and interest in the development of the curriculum.

HEAD OF SCIENCE

required for September 1984.
This post is available for either a chemist or a physicist, who will be required to lead a well-established and flourishing department. Scale 4 available for experienced applicants.
Further details of both these posts can be obtained from the Headmistress to whom applications, including curriculum vitae and names and addresses of two referees, should be sent as soon as possible.
Tel: 01-852 1537.

(9615)

INDEPENDENT EDUCATION

continued

English

Heads of Department

NOTTINGHAM

TRENT COLLEGE
Long Eaton, Nottingham
(HMC 580 pupils aged 11 - 18, of whom 310 are boarders, 190 in VI Form, including 80 girls)

Required for September 1984 a Head of Drama to join a lively English Department. This is a new post, and it provides an exciting opportunity for someone with vitality and enthusiasm to co-ordinate and develop further what is already being done. Assistance with games (especially Hockey and Cricket) and out of school activities is an advantage. Burnham plus.

Applications to Headmaster, with names of two referees. (52835) 182418

Other Assistants

CORNWALL

THE DUCHY GRAMMAR SCHOOL
Tregye, Truro TR3 6JH

Required for September 1984 a good honours graduate to teach English throughout the School to University Entrance level. Some experience preferred but first applicants considered. Scale 1 post.

Full details from The Headmaster. Closing date 17th June. 1984. (52383) 182424

ITALY

ROME
Well qualified English Teacher required for September 1984.

See Overseas appointments for details. (57921) 182424

KENT

BISHOP CHALLONER SCHOOL
228 Bromley Road, Shortlands, Kent
(Independent R.C. Grammar 11 - 18 yrs. 300 boys)

Required for September 1984. English graduate to take the subject up to 'O' and 'A' Level. Willingness to participate whole-heartedly in school activities more than advantageous.

This is a Scale 11 appointment but graduates completing their P.G.C.E. will be considered (Scale I appointment for probationary period).

London Burnham. Government Superannuation.

Application form obtainable from and returnable to Headmaster as soon as possible. (52110) 182424

KENT

SUTTON VALENCE SCHOOL
Sutton Valence, nr. Maidstone
HMC: 350 pupils (co-ed since September 1983)

Required for September 1984 a well qualified Honours graduate to teach English at all levels throughout the School including Advanced Level and Scholarship work. An interest in drama and a willingness to make a significant contribution to extra-curricular activities will be an advantage.

A Scale 2 post may be offered a suitably experienced candidate. A Sutton Valence allowance will also be paid. Accommodation may be available for a bachelor.

Applications, with c.v. and names of two referees, to the Headmaster. (52255) 182424

LONDON

ELTHAM COLLEGE

HMC: Formerly D.G. 11 - 18 Day and Boarding for 516 boys Sixth Form for girls

Well-qualified English graduate required for September 1984 to teach English from First Form to Scholarship/Oxbridge Level. The department has a long and successful dramatic tradition and a strong academic record. Each member of the department devises his own course as part of the internal option of the Oxford and Cambridge 'O' level literature syllabus. The successful candidate will be expected to make a major contribution to extra-curricular English work. This is essentially a Scale 2 post, but a Scale 3 (plus Outer London weighting and special Eltham allowance) could be available for a suitably qualified candidate.

Bachelor accommodation may be available. Assistance with removal expenses may be considered.

Applications with names of two referees and curriculum vitae to the Headmaster, Eltham College, SE9 4QF, as soon as possible. (59863) 182424

LONDON

North London Senior Girls School requires full time experienced English teacher up to 'O' Level immediately. Ring 800 2035. (64783) 182424

NOTTINGHAM

TRENT COLLEGE
Long Eaton, Nottingham
(HMC 580 pupils aged 11 - 18, of whom 310 are boarders, 190 in VI Form, including 50 girls)

Required for September 1984, a graduate to teach English throughout the school. This post is suitable either for a newly qualified or experienced person.

Assistance with games (especially Hockey and Cricket), Drama and out of school activities is an advantage. Burnham plus.

Applications to Headmaster, with names of two referees. (52836) 182424

OXFORD

HEADINGTON SCHOOL
Oxford OX3 7TD

Good honours graduate required from September to share teaching of English throughout the school to University entrance standard. Burnham Scale 1.

Apply to the Head Mistress, Miss E.M. Tucker, with c.v. and the names, addresses and telephone numbers of two referees. (52840) 182424

SOMERSET

ST. AUDRIES SCHOOL FOR GIRLS
West Quantoxhead, Nr. Taunton, Somerset TA4 4DU

A graduate is required in September 1984 (or January 1985) to teach English throughout the school up to and including 'A' level and University Entrance. Accommodation could be available for a single woman. Scale 1 Post.

Applications which should include details of qualifications and experience and the names, addresses and telephone numbers of two referees should be addressed to the Headmaster from whom further details may be obtained. (59959) 182424

SUFFOLK

ENGLISH

ST. GEORGE'S SCHOOL
Finborough Hall, Stowmarket

(number on roll: 300)

Required for September, a qualified graduate teacher of English. Ability to assist with games an advantage. The post is residential and requires participation in boarding-school duties. Salary: St. George's Scale I (above Burnham); but a Scale 2 post might be available for a suitably experienced candidate.

Write with full C.V. and the names of two referees to the Headmaster. (59463) 182424

WILTSHIRE

ST. MARY'S SCHOOL
Calne

Independent Boarding school for 300 girls

Required for September 1984 a well qualified English Graduate to share in the teaching to 'O' level and possibly 'A' level. Ability to offer a subsidiary subject, possibly Classics or History would be a recommendation. Burnham Scale.

Apply to the Headmistress with C.V. and the names and addresses of 2 referees. (59865) 182424

Geography

Other Assistants

CUMBRIA

AUSTIN FRIARS SCHOOL
Carlisle

(R.C. Independent Boarding and Day School. See PSYB page 431)

Required for September 1984 a qualified graduate teacher to teach GEOGRAPHY throughout the school, up to and including 'A' Level (J.M.B. Syllabus B).

Salary according to qualifications and experience.

Non-residential. Willingness to help with sport will be an additional recommendation.

Apply by letter, including a curriculum vitae and the names and addresses of two referees to: The Headmaster, Austin Friars School, Carlisle, Cumbria CA3 9PB. (64563) 182624

HAMPSHIRE

BEDALES SCHOOL
Petersfield, Hampshire GU32 2DG

HMC Coeducational 13 - 18 boarding

GEOGRAPHY GRADUATE

Required from September 1984 to teach at all levels through to Oxbridge. The successful candidate will be expected to participate fully in the extra-curricular life of the School. Help with games an asset.

The Headmaster welcomes applications (letters - no forms - including curriculum vitae and the names of three referees). (59861) 182624

MANCHESTER

CHETHAM'S
CHETHAM'S SCHOOL OF MUSIC
Long Millgate, Manchester M3 1SB
Tel: 061-834 9644

This specialist, boarding school for the musically gifted requires a well qualified and up-to-date PART TIME TEACHER of GEOGRAPHY UP TO A-LEVEL, from September, 1984. Six hours per week, probably involving three days, which will include four one-hour sixth form lessons. Scale 1 Burnham.

Details of the post may be obtained from the Headmaster's Secretary. Applicants should write to the Headmaster, with full C.V. and names of two referees. (52019) 182624

OXFORDSHIRE

ABINGTON SCHOOL
(Independent, H.M.C., 700 boys 11 - 18 Boarding and Day)

The Headmaster is looking for a versatile Graduate for September 1984 to teach Geography, and take part in a full range of out-of-school activities. Ability to coach games especially welcome. Post could be particularly suitable for someone seeking first appointment, but a scale 2 salary could be available to a well-qualified applicant. It is hoped to make the appointment by the beginning of next term.

Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 1DE. (52134) 182624

SURREY

PIERREPONT SCHOOL

(260 pupils, ages 11 - 18)

Required for September 1984, a graduate physical geographer, prepared to teach geography throughout the school to O and A-level in a well equipped and successful department. A willingness to accept responsibility for O-level meteorology would be an additional recommendation.

The post would suit a young teacher with plenty of enthusiasm for involvement in games, activities, and the pastoral side of boarding school life, bachelor accommodation is available. Salary on Burnham Scale 1.

Applications, with curriculum vitae and the names of two referees, to the Headmaster, Pierrepont School, Frensham, Farnham, Surrey GU10 3DN. (52549) 182624

SURREY

EOTHEN (CHURCH SCHOOLS CO. LTD.)
3 Harestone Hill, Caterham CR3 6SG

Required for September, Qualified Teacher of Geography to O and A Level in this girls' independent school (Burnham Scale 1, Government Superannuation).

Please apply in writing to the Headmistress with full curriculum, vitae and names of two referees. (52098) 182624

History

Heads of Department

ESSEX

NEW HALL SCHOOL
Chelmsford
(Independent R.C. Boarding and Day 500 plus, 140 in VIth Form)

Required for September Head of History Department, well qualified, experienced graduate to teach from 11 to Oxbridge Entrance. Scale 3.

Apply in writing to Headmistress with C.V. and details of 2 referees. (52106) 182818

Other Assistants

CUMBRIA

CASTERTON SCHOOL
G.S.A. Independent School for 370 girls aged 8 - 18, mainly boarding.

Required in September, 1984, a graduate teacher of HISTORY able to prepare classes for O, A, S and Oxbridge examinations.

This vacancy arises because of the promotion of the Head of Department to a Headship. The post of Head of Department may be available to a well-qualified and experienced candidate. Burnham Scale.

Previous applicants need not re-apply.

Applications by letter, giving full curriculum vitae and names and addresses of three referees to: The Acting Headmistress, Casterton School, addresses of three referees to: The Acting Headmistress, Casterton School, Kirkby Lonsdale, Cumbria LA6 2SG. Closing date: April 18th, 1984. (52075) 182824

EAST SUSSEX

BATTLE ABBEY SCHOOL
(G.S.A. 120 girls 9 - 18) situated within the Abbey founded by William the Conqueror, requires a resident, female graduate Historian from September 1984. The successful applicant for this, the most enviable post for a historian in the country, will teach history throughout the school including a specially written 'A' level course based on this site.

For further details and an application form, please send a foolscap s.a.e. to the Headmaster's Secretary. (64884) 182824

HEREFORD

BELMONT ABBEY SCHOOL
Hereford
(R.C. Indep. 13 - 18, boarding boys, mixed day: 280

Required for September 1984 Young Graduate to teach Modern History up to 'A' Level and Politics at 'A' Level.

Applicants would also be required to take some R.E., Games, Clubs and Tutorials. Salary negotiable.

Applications and c.v. with names, addresses and telephone nos. of 2 referees to The Headmaster, Belmont Abbey School, Hereford HR2 9RZ by Friday April 13th 1984. (52520) 182824

KENT

SEVENOAKS SCHOOL

(900 pupils including 120 girls in the Sixth Form)

HISTORY GRADUATE

The School requires, for September 1984, a good honours graduate to teach History at all levels. We teach 20th Century World History to 'O' Level and Modern, British and European History, to 'A' Level. A special combined Humanities course is taught in the first two years. It is possible that an additional Historian will be required, and candidates for this position should also be willing to offer English. A willingness, and ability, to help in sport or other extra-curricular activities will be an important factor in both appointments. Salary Burnham plus and accommodation available.

Details from the Headmaster, Richard Barker, Sevenoaks School, Kent TN13 1HU. Applications should be accompanied by the names, addresses and telephone numbers of two referees. (52086) 182824

SURREY

EPSOM COLLEGE
H.M.C. Boarding and Day School for 600 boys aged 13 - 18 years and 50 Sixth Form girls

Required for September 1984, a GRADUATE to teach HISTORY to A-level. There are currently over 50 pupils studying History in the Sixth Form. Accommodation available for a married or single person.

Applications, with full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Epsom College, Surrey KT17 4JQ, from whom furthe information may be obtained. (59283) 182824

Home Economics

Other Assistants

CUMBRIA

CASTERTON SCHOOL
G.S.A. Independent School for 370 girls aged 8 - 18, mainly boarding

Required for September, 1984, a graduate teacher of HOME ECONOMICS with NEEDLEWORK, to share in the work of a well-equipped department, preparing classes for C.S.E., O and A level. This is a one-year appointment in the first instance, with the possibility of a permanent post. Salary on Burnham Scale I.

Applications by letter, giving full curriculum vitae and names and addresses of three referees to: The Acting Headmistress, Casterton School, Kirkby Lonsdale, Cumbria LA6 2SG. Closing date: April 18th 1984. (52076) 183024

MERCHANT TAYLORS' SCHOOL
NORTHWOOD, MIDDLESEX, HA6 2HT
Telephone: Northwood 21850

Require for September a teacher of

MATHEMATICS

Teaching available to the highest level. Ideal candidates will want to play a full part in the life of the School – a Christian foundation that has always by statute "admitted pupils of all nations and countries".

Further details of this appointment may be obtained from the Headmaster.

(9814)

LANCASHIRE

BOLTON SCHOOL GIRLS' DIVISION
Chorley New Road, Bolton, Lancs. BL1 4PB

800 girls (200 Sixth Form)

Required for September 1984, a well qualified and experienced teacher to take charge of Home Economics.

Apply by letter enclosing full C.V. and names and addresses of two referees, immediately to the Headmistress. (No forms). (64455) 183024

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL FOR GIRLS
G.P.D.S.T.
720 girls 11 - 18

Required in September, teacher to share the work in a Home Economics Department of 3½ staff. Both Cookery and Needlework options taught to A Level. Ability to teach both, at least to O Level, essential.

Burnham Scale I.

Apply by letter (no forms) giving curriculum vitae, two referees and copies of two testimonials if available to the Head Mistress, 9 Arboretum Street, Nottingham NG1 4JB. (59492) 183024

Mathematics

Other Assistants

BUCKINGHAMSHIRE

OAKDENE SCHOOL
Beaconsfield, Bucks. HP9 2BS

(Independent Boarding and Day School for Girls)

A vacancy will occur in September, 1984, for a graduate Mathematician to teach full-time to 'O' 'A' and 'S' levels. An ability to teach Computer Studies would be an advantage. Salary negotiable.

Letter of application, with c.v. and names of two referees should be sent to the Headmistress, Dr. C.S. Artley, as soon as possible. (52104) 183424

CAMBRIDGESHIRE

THE KING'S SCHOOL
Ely

Required for September 1984 a master or mistress to teach Mathematics throughout the School to O and A level.

Position suitable for well-qualified first appointment.

Salary in accordance with the Ely Salary Scale.

Applications giving names and addresses of two referees to be addressed to the Headmaster from whom further particulars are available. (60759) 183424

DEVON

KELLY COLLEGE
Tavistock
(Lively, academic HMC boarding school for 250 boys 11 - 18 and 65 sixth form girls in market town 15 miles from Plymouth. Strong rugby, cricket, athletics, etc.)

GRADUATE REQUIRED SEPEMBER, 1984 to teach Mathematics to O and/or A Level. Keenness to run 1st XI hockey (all-weather pitch) and to be C.C.F. Army officer an advantage. Bachelor accommodation available.

Apply to the Headmaster with curriculum vitae and names of two referees. (64380) 183424

IPSWICH

ST. JOSEPH'S COLLEGE
Ipswich
Independent R.C. school for boys, 640 pupils from 11 - 18 years; 140 sixth form : 220 boarders

Required for September 1984 a teacher of Mathematics to be second in the Department of eight members on a Scale 3.

Apply with curriculum vitae and the names of two referees to the Rev. Bro. Headmaster. (52006) 183424

NORTH YORKSHIRE

READ SCHOOL
Drax, Selby YO8 8NL
Independent Day & Boarding School for 280 Boys 8 - 18

Required for September 1984 Graduate Mathematician to teach throughout the school including a share of 'A' Level. Salary Burnham 1 plus Drax allowance. Single or married accommodation available free in return for assistance with Boarding Duties. An interest in computers, CCF, outdoor pursuits, D of E a strong recommendation. Details of School PSYB, 1983 edn.

Further details from Headmaster to whom applications (C.V. names of two referees) should be sent March.

NORTHAMPTONSHIRE

FALCON MANOR
Towcester, Northants

Co-ed Boarding School 11 - 18

Required September qualified and experienced teacher of Mathematics to O Level. Ability to take singing and help with games an advantage. Salary Burnham Scale 1 with the possibility of Scale 2 later.

Apply with C.V. and references to the Headmaster. (64967)

SURREY

NOTRE DAME CONVENT SCHOOL
Lingfield
(Girls Independent day and boarding school - 535 girls)

Required September 1984 graduate to teach MATHEMATICS at least to 'O' level but preferably to 'A' level. KNOWLEDGE OF COMPUTERS AN ADVANTAGE.

BURNHAM SCALE II to suitable candidate (plus London fringe benefits and superannuation) NON-RESIDENT.

APPLY TO THE HEADMISTRESS with c.v. and names of two referees. (52131)

ITALY

ROME
Well qualified Mathematics Teacher required for September 1984.

See overseas appointments for details. (57924)

WORCESTER

THE ALICE OTTLEY SCHOOL
Worcester

(654 girls)

Required for September 1984 Assistant Mathematics Teacher to share in the teaching of Statistics to Advanced and Further Mathematics, and Mathematics throughout the Senior School. Ability to share in the teaching of computers an advantage.

Please apply to the Headmistress in writing enclosing a curriculum vitae and the names and addresses of two referees. (52016)

Modern Languages

Heads of Department

Teach on exchange or go on a course abroad.

See overseas and education courses columns. (57393)

Other Assistants

BERKSHIRE

HEATHFIELD SCHOOL
Ascot
(167 girls, all boarders)

Teacher Speaks French/German able to from September 1984 able to take small classes up to 'O' and 'A' level in both subjects. Resident preferred. Interviews to be held at Heathfield on 25th April.

Applications with names and addresses of two referees to Headmistress at the school. Interviews will be held in the last week of April. (59324)

LONDON SW1
WESTMINSTER SCHOOL

FRENCH SPECIALIST

Required for September 1984 to teach French throughout the school to Oxbridge Entrance level. An ability to teach a second language an advantage. Applicants including the names of two referees should be sent as soon as possible to the Head Master, **17 Dean's Yard, London SW1 3PB**, from whom further details can be obtained.

(9810)

INDEPENDENT MODERN LANGUAGE

continued

BUCKINGHAMSHIRE

OAKDENE SCHOOL
Beaconsfield
Buckinghamshire HP9 2BS

(Independent Boarding and Day School for Girls)

A vacancy will occur in September, 1984, for a French graduate to teach full-time to 'O' 'A' and 'S' levels. Salary negotiable.

Letter of application, with c.v. and names of two referees should be sent to the Headmistress, Dr. C.S. Artley, by Monday, 10th April, 1984. (59461) 183624

CHELTENHAM

CHARLTON PARK SCHOOL
Charlton Kings, Cheltenham
Independent R.C. day school for girls
650 pupils - 100 in Sixth Form

ASSISTANT MODERN LANGUAGES SPECIALIST required for September to join a dynamic department of 6 members in which French, German and Spanish are taught to A level. Italian and Russian are introduced at Sixth Form level. Candidates should be able to offer one main and one subsidiary language.

Salary Burnham Scale 1 with superannuation.

Apply by letter with full curriculum vitae and names, addresses and telephone numbers of two referees to the Headmistress. Closing date 2nd April (S.A.E.). (59108) 183624

OXFORDSHIRE

ABINGDON SCHOOL
(Independent, H.M.C., 700 boys 11 - 18, Boarding and Day)

The Headmaster is looking for a versatile Graduate for September 1984 to teach French with some German, and take part in a full range of out-of-school activities. Ability to coach games especially welcome. Post could be particularly suitable for someone seeking first appointment, but a scale 2 salary could be available to a well-qualified applicant. It is hoped to make the appointment by the beginning of next term.

Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 1DE. (52133) 183624

SOMERSET

QUEEN'S COLLEGE
Taunton

Required for September a graduate to teach SPANISH and FRENCH to all levels throughout the school. The post would suit a newly qualified or an experienced teacher. Willingness to help with extra curricular activities associated with a boarding school is important. The school is fully co-educational.

Salary according to age and experience. Single accommodation may be available.

Curriculum vitae with names, addresses and telephone numbers of two referees to the Headmaster. (64992) 183624

SUFFOLK

MODERN LANGUAGES

ST. GEORGE'S SCHOOL
Finborough Hall, Stowmarket

(number on roll: 300)

Required for September, a qualified graduate teacher of French to 'A' level, with subsidiary German. Ability to assist with games an advantage. The post is residential and requires participation in boarding-school duties. Salary: St. George's Scale 1 (above Burnham).

Write with full CV and the names of two referees to the Headmaster. (59462) 183624

SUSSEX

French teacher required for boys' preparatory school to start in September, taking boys up to Common Entrance and P.S.S. standard. The post is probably resident and assistance with games and normal school duties would be desirable. Salary is according to the Burnham Scale I or II and a private pension scheme is offered after one year.

Please apply to the Headmaster, Sompting Abbotts School, Nr. Lancing, Sussex. (64956) 183624

WEST SUSSEX

SUMMERS PLACE SCHOOL
Billingshurst, West Sussex RH14 9AD
(Multi-denominational Independent Boarding and Day School for approx. 260 pupils).

A FULL-TIME LANGUAGE TEACHER WITH FRENCH, SPANISH AND GERMAN, is required for Sept. 1984. Salary according to Burnham Scale.

Letters of application with full C.V. should be sent to: Mrs. W.M. Johnson, Acting Chairman of Governors, Summers Place School.

COMMITTED CHRISTIAN REQUIRED. (52128) 183624

WORCESTER

ROYAL GRAMMAR SCHOOL
Worcester

Graduate for mainly French throughout the School required for September. Scale 2 available. Excellent opportunity for good games contributor or C.C.F.

Applications to Headmaster, Royal Grammar School, Worcester, with [illegible] (59908) 183624

Music

Other Assistants

BEDFORD

THE DAME ALICE HARPUR SCHOOL
Cardington Road, Bedford MK42 0BX
(960 girls aged 7 to 18 years)

Required in September 1984, an experienced MUSIC TEACHER to share in the teaching to Ordinary and Advanced level and the General Class Music (up to the age of 14 years). Good pianist essential. Experience of working with choirs and orchestras an advantage. The Music department comprises two full time members of staff and sixteen visiting teachers. Burnham Salary. Scale according to qualifications and experience. Assistance with removal expenses. Other staff benefits.

Applications should be made immediately, by letter, to the Head Mistress giving full particulars of qualifications and experience and the names and addresses of two referees. (59230) 183824

HAMPSHIRE

Wanted for September. Young, qualified and experienced teacher to take Music to 'O' Level and to teach a second subject to top juniors.

Apply in writing, stating second subjects offered, with full C.V. and the names and addresses of two referes to: The Headmistress, Mrs E.M. Moore, B.A., F.R.G.S., Wykeham House School, 69 High Street, Fareham, Hants PO16 7BB by 28th April. (52380) 183824

ITALY

ROME
Well qualified Music/Drama Teacher required for September 1984.

See Overseas appoints for details. (57922) 183824

LONDON

An unexpected vacancy for Summer Term 1984, in London EC1.

We are looking for a well-qualified, experienced and enthusiastic young music teacher to be responsible for class music, including singing and recorder. Hours and salary negotiable.

Tel: Dallington School to arrange visit on 01-251 2284. (64466) 183824

Pastoral

Heads of Department

EAST SUSSEX

NEWLANDS MANOR SCHOOL
Sutton Place, Seaford, Sussex BN25 3PL

(Independent Boarding School for Boys)

(Tel: (0323) 890309)

Applications are invited from candidates with considerable experience of boarding school life.

Free accommodation in an attractive cottage situated in close proximity to the school will be available.

Burnham Scale 2 for appropriate experience and teaching duties, together with an additional salary for wife in relation to duties undertaken.

The post will incorporate the teaching of English throughout the school and responsibility for this Department.

Applications in writing, with full details of curriculum vitae, and the names of two referees, to the Headmaster. (59257) 184018

LONDON

THE ROYAL SOLDIERS' DAUGHTERS' SCHOOL
Hampstead, London NW3

(130 girls aged 8 - 18)

Applications are invited for the post of DEPUTY PRINCIPAL. Responsibilities are mainly pastoral and administrative but the person filling the post should be P.E. trained or enjoy games and outside activities. Very pleasant two-bedroom flat free of all charges.

Apply for details, with c.v. and name of two referees, to the Principal, Royal Soldiers' Daughters' School, 65 Rosslyn Hill, London NW3 5UD (01-794 7708). (59857) 184018

Other Assistants

HAMPSHIRE

ST. SWITHUN'S SCHOOL
Winchester, Hants.

(400 girls aged 11 - 18 years)

Required in September 1984 a full-time resident HOUSEMISTRESS for a boarding House of 44 girls aged 12 - 17 yrs. Qualified teacher preferred (please state subject) but non-teaching applicants considered. Salary Burnham Scale 3 for teaching Housemistress and according to NALGO scale for non-teaching.

Applications to the Headmistress with full C.V. and names and addresses of three referees by April 28th. (60791) 184024

ESSEX

NEW HALL SCHOOL
Chelmsford

Required September (or August).

Resident Assistant to Domestic Bursar with some work in the pastoral care side of a Boarding School House Unit as Assistant to Housemistress.

Applications to the Headmistress with C.V. and details of 2 referees. (52236) 184024

HERTFORDSHIRE

RICKMANSWORTH MASONIC SCHOOL
(G.S.A.)

(500 girls)

Required for September 1984 A HOUSEMISTRESS for the JUNIOR HOUSE (55 girls, including 30 boarders aged 7 plus to 10 plus).

This attractive and successful house enjoys a certain amount of autonomy but it is closely linked with the Senior School.

Salary: Burnham Scale II plus outer London Fringe Allowance. (Teaching for half a normal timetable).

Further particulars and application forms from: The Headmaster, The Rickmansworth Masonic School, Rickmansworth, Herts. WD3 4HF. (52290) 184024

SURREY

KING EDWARD'S SCHOOL
Witley
(Independent, fully coeducational Boarding School, HMC, 520 pupils 11 - 18)

Applications are invited for September 1984 from well qualified and experienced teachers for the post of Resident Housemistress of a Senior House of 48 girls (aged 13 - 18). This will also be a teaching appointment and opportunities are likely to be available in several subjects, particularly Religious Studies, General Studies, Mathematics or the Physical Sciences.

Burnham Scale 3 with full residential emoluments. Excellent accommodation in a modern self-contained flat.

Full details and form of application from the Headmaster, King Edward's School, Witley, near Godalming, Surrey GU8 5SG. (64379) 184024

WORCESTER

WORCESTER COLLEGE FOR THE BLIND

Required for September 1984, SENIOR HOUSEMASTER, responsible for all pastoral care in this fully residential School for 80 able blind pupils. Experience in a residential school vital, but experience with blind not necessary. Large flat (not ideal for children), free board and lodging. Salary Scale 2(s).

S.a.e. for details: apply by letter to Headmaster, Worcester College for the Blind, Whittington Road, Worcester WR5 2JU. (60378) 184024

Physical Education

Heads of Department

SURREY

CROHAM HURST SCHOOL
South Croydon, Surrey
Independent Public Day School of 540 girls

Required for September 1984 HEAD OF PHYSICAL EDUCATION DEPARTMENT. This post becomes vacant due to the promotion of the present holder. Applicants should be well qualified and experienced. Ability to teach Modern Educational Gymnastics and Dance, lacrosse, netball and swimming essential. An enthusiastic teacher is sought offering also a wider range of options for more senior girls. The post includes some Junior School Physical Education. Burnham Scale 2, Outer London Weighting.

Letters of application, together with curriculum vitae and names and addresses of two referees, should be sent to the Headmistress, Croham Hurst School, 79 Croham Road, South Croydon CR2 7YN. (52841) 184218

Other Assistants

BRADFORD

BRADFORD GIRLS' GRAMMAR SCHOOL
Independent 600 girls

Required for September. Full time member to join a flourishing PHYSICAL EDUCATION department. Special Interests required Swimming/Athletics/Gymnastics and Dance. Please state any other interests.

Apply in writing to the Headmistress giving two names for reference as soon as possible please. (59210) 184224

CLWYD

LINDISFARNE COLLEGE
Ruabon, Clwyd, N. Wales

Required in SEPTEMBER for ONE TERM PE/Games teacher able to coach rugby, football and to teach some Mathematics up to GCE 'O' level.

Salary: Burnham plus.

Apply in writing to the Headmaster giving the names of two persons to whom reference may be made. (64448) 184224

CUMBRIA

CASTERTON SCHOOL
G.S.A. Independent School for 370 girls aged 8 - 18, mainly boarding

Required for September, 1984, a well qualified teacher of PHYSICAL EDUCATION to join a successful and enthusiastic department. Large gymnasium complex including indoor swimming pool. Special coaching abilities in swimming, netball and athletics advantageous, as is a wide interest in games and the general life of a boarding school. Salary on Burnham Scale 1.

Applications by letter, giving full curriculum vitae and names and addresses of three referees to: The Acting Headmistress, Casterton School, Kirkby Lonsdale, Cumbria LA6 2SG. Closing date: April 18th, 1984. (52077) 184224

LANCASTERSHIRE

SCARISBRICK HALL SCHOOL
(680 boys and girls on Roll)

REQUIRED IN SEPTEMBER, a qualified P.E. Specialist for Boys aged 10 to 18. This is a Residential post. Some previous experience in an Independent school is essential. Burnham salary plus free accommodation.

Scarisbrick Hall School is part of a Christian Hall School Trust.

Please send for an Application Form to be returned by 2nd April.

The Headmaster, Scarisbrick Hall School, Ormskirk (Nr Southport), Lancs. (0704) 880200. (59507) 184224

LANCASTERSHIRE

THE GEORGE FOX SCHOOL
Lancaster
(founded c.1690 as The Friends' School)

Required for SEPTEMBER 1984. Teacher of P.E. Who can offer R.E. or History as a Second Subject. Scale 1.

Letter of application together with c.v. to The Headmaster's Secretary, The George Fox School, 2 Castle Park, Lancaster, Lancs LA1 1YQ.

Closing date for applications 2nd May 1984. (59080) 184224

LEEDS

LEEDS GIRLS' HIGH SCHOOL
(Grammar School Foundation)
Headingley Lane, Leeds LS6 1BN

Tel: Leeds 744000.

Required for September 1984, a P.E. Specialist to share the teaching of the subject throughout both the Junior Department (ages 7 - 11) and the Upper School (ages 11 - 18). Sports facilities include a Sports Hall, Swimming Pool and on site playing fields. A particular interest in swimming, basketball and volleyball would be an added recommendation. Salary Burnham Scale 1.

Applications in writing, giving details of qualifications and experience, and names, addresses and telephone numbers of two referees should be sent to the Head Mistress. Closing date for applications 11th April 1984. (52833) 184224

LONDON

CITY OF LONDON SCHOOL FOR GIRLS
Barbican, London EC2Y 8BB

Required in April 1984, for the Summer Term only, a qualified assistant to teach Physical Education throughout the school (7 - 18 years).

Salary: Burnham Scale I.

Applications with curriculum vitae and the names of two referees to the Headmistress as soon as possible. (59277) 184224

LONDON

STREATHAM HILL AND CLAPHAM HIGH SCHOOL
The Girls' Public Day School Trust
Wavertree Road, London SW2 3SR

Two-form entry

Required September 1984, enthusiastic all-rounder as second in P.E. Department. Burnham Scale 1 plus Inner London Weighting.

Apply by letter to Headmistress with full C.V., names of referees and S.A.E.

Closing date: 11th April. Interviews: 2nd May. (52848) 184224

NORWICH

NORWICH HIGH SCHOOL FOR GIRLS
GPDST
95 Newmarket Road, Norwich NR2 2HU
SENIOR SCHOOL: 560 girls aged 12 - 18

Required for September 1984, a well qualified teacher of Physical Education to join a thriving department. Applicants should have a major interest in Lacrosse and the ability to teach Netball, Swimming, Gymnastics, Rounders, Athletics and Tennis, and will be expected to participate fully in team fixtures. Salary Burnham Scale 1 or according to qualifications and experience, and Government Superannuation.

Applications by letter please (no forms) to the Headmistress enclosing c.v., s.a.e. and the names, addresses and telephone numbers of two referees by Monday, 9th, April 1984. (59408) 184224

SURREY

WOLDINGHAM SCHOOL
(Sacred Heart Foundation)

Independent R.C. School for 400 girls 11 - 18 yrs

RESIDENTIAL P.E. SPECIALIST required September 1984. The successful candidate will be expected to teach all P.E. activities and have a special interest in Swimming and Dance or Trampolining. Burnham Scale 1. Free single accommodation.

Closing date for applications April 10th. Interviews will be on May 2nd.

Apply by letter with full c.v. to: The Headmistress, Woldingham School, Marden Park, Woldingham CR3 7YA. (52837) 184224

WILTSHIRE

GODOLPHIN SCHOOL
Salisbury
(Independent Boarding and Day School for 300 girls aged 11 - 18)

Required for September 1984 an assistant to share in the teaching of Physical Education throughout the school. A particular interest in lacrosse is essential, but the candidate would also be required to teach netball, dance, gymnastics, tennis and swimming. The ability to teach trampolining and badminton would be preferred. Salary Burnham Scale 1. Single accommodation available.

Applicants must submit a letter of application and full curriculum vitae together with the names and addresses of two referees to the Headmistress, Godolphin School, Salisbury, Wiltshire. (60397) 184224

Religious Education

Other Assistants

GLOUCESTERSHIRE

CHELTENHAM LADIES' COLLEGE

Good honours graduate in THEOLOGY required in the Divinity Department for September, 1984, to teach a bible based syllabus throughout the school, with emphasis on contemporary issues; Ordinary and Advanced Level work. Burnham Scale, non-resident.

Please apply to the Principal, Ladies College, Bayshill Road, Cheltenham GL50 3AZ, with full details and the names and addresses of two referees. (52834) 184424

SURREY

WOLDINGHAM SCHOOL
(Sacred Heart Foundation)

Independent R.C. school for 400 girls 11 - 18 years

Required September 1984 a graduate to assist in teaching of RELIGIOUS EDUCATION throughout the school. Interest in Liturgy an advantage. Applicants must be practising Roman Catholics. Temporary post in first instance (maternity leave) but likelihood of it becoming permanent. Accommodation in return for boarding duties.

Burnham Scale 1. Interviews will be on 30th April.

Closing date for applications April 10th.

Apply by letter with full c.v. to: The Headmistress, Woldingham School, Marden Park, Woldingham CR3 7YA. (52838) 184424

Science

Other Assistants

BERKSHIRE

MARIST CONVENT SENIOR SCHOOL
Sunninghill, Ascot, Berkshire SL5 7PS
Tel: Ascot 24291
Independent Boarding and Day School for Girls

Required May or September. Part-time Teacher of BIOLOGY to O and A level.

Apply to the Headmistress, with copies of testimonials and the names of two referees. (59522) 184824

BERKSHIRE

HEATHFIELD SCHOOL
Ascot
(167 girls, all boarders)

Required from September 1984, a graduate Physicist, to teach Physics up to 'O' and 'A' level, together with some Mathematics. Resident preferred.

Applications with names and addresses of two referees to Headmistress at the school. Interviews will be held in the last week of April. (59269) 184824

BRISTOL

BIOLOGY GRADUATE REQUIRED

CLIFTON COLLEGE

A graduate in Biology is required from September 1984 to teach a minimum of twelve periods a week at O and A Level. The post, though part-time, is not regarded as temporary - but a temporary appointment for one year would be a possibility.

Please apply, enclosing curriculum vitae and the names of two referees, to the Headmaster (Biology), Clifton College, Bristol BS8 3JH. (52548) 184824

BUCKINGHAMSHIRE

OAKDENE SCHOOL
Beaconsfield, Buckinghamshire HP9 2BS

(Independent Boarding and Day School for Girls)

Part-time Chemistry graduate required for September, 1984, to share teaching to all levels, including 'S' level. Ability to offer Physics an advantage. A full time position could be available to a candidate also offering Computer Studies/Mathematics. Salary to be negotiated.

Letter of application, with c.v. and names of two referees should be sent to the Headmistress, Dr. C.S. Artley, by Monday, 10th April, 1984. (59460) 184824

CUMBRIA

AUSTIN FRIARS SCHOOL
Carlisle

(R.C. Independent Boarding and Day School. See PSYB Page 431)

Required for September 1984 a qualified graduate teacher to teach CHEMISTRY throughout the school, up to and including 'A' Level.

Salary according to qualifications and experience.

Non-residential. Willingness to help with sport will be an additional recommendation.

Apply by letter, including a curriculum vitae and the names and addresses of two referees to: The Headmaster, Austin Friars School, Carlisle, Cumbria CA3 9PB. (64562) 184824

DORSET

CANFORD SCHOOL
Wimbourne, Dorset
(H.M.C. - 520)

A graduate is required in September 1984 to teach Chemistry at all levels in the school. There are four full time masters in this thriving department which has recently been provided with two new laboratories. Suitable for an experienced applicant or one seeking first appointment.

Willingness and ability to help with games - particularly rugger, hockey and cricket - extra-curricular activities would be most welcome.

Canford has its own salary scale. Accommodation is available.

Applicants should write to the Headmaster - Martin Marriott - enclosing a comprehensive Curriculum Vitae and the names of two referees - or Tel: Wimbourne (0202) 882411. (64311) 184824

ESSEX

BRENTWOOD SCHOOL
(H.M.C.)

Required for September, 1984, a SPECIALIST to teach BIOLOGY throughout the School up to Scholarship Level.

Further particulars available on application to The Headmaster, Brentwood School, Brentwood, Essex CM15 8AS. (59064) 184824

MERCHANT TAYLORS' SCHOOL
NORTHWOOD, MIDDLESEX HA6 2HT
Telephone: Northwood 21850

require for September a teacher of

CHEMISTRY

Teaching available to the highest level. Ideal candidates will want to play a full part in the life of the School – a Christian foundation that has always by statute "admitted pupils of all nations and countries".

Further details of this appointment may be obtained from the Headmaster.

(9809)

INDEPENDENT SCIENCE
continued

GLOUCESTERSHIRE

Required for September, 1984 a well-qualified graduate to teach Physics up to O and A level GCE. Whitefriars School has well equipped laboratory facilities complete with BBC micro-computer. A willingness to help with sports especially rugby or cross-country would be an advantage. Salary according to Burnham Scale with a Scale point available for a suitably experienced applicant.

Qualifications in writing with curriculum vitae and the names of two referees should be sent to the Headmaster, Whitefriars School, Cheltenham Road, Cheltenham, Glos. (526597). (520111) 184824

HERTFORDSHIRE

ST. ALBANS HIGH SCHOOL C. of E. 645 girls 110 in Sixth Form

Required for September 1984, graduate Biologist to share teaching throughout Senior School to cater for 11+ University Entrance and willing to take a contribution to Junior forms. Burnham Scale London Fringe Allowance and Government Superannuation.

Applications with C.V. and names and addresses of two referees to Head Mistress, from whom further details may be obtained. Closing date 24th April. (64495) 184824

LEICESTER

WOODBRANK GRAMMAR SCHOOL

Commencing May or September 1984 small independent grammar school (210 on present roll) requires a science teacher to co-ordinate work of the science department throughout the school. Burnham Scale 3 salary.

Apply in writing supplying c.v. and names and addresses of two referees to the Headmaster, Woodbank Grammar School, 330 London Road, Leicester LE2 2PJ. (52059) 184824

LIVERPOOL

MERCHANT TAYLORS' SCHOOLS FOR GIRLS

Crosby, Liverpool L23 5SP

Independent Girls' Grammar School - member of G.B.A. - 500 in Senior School 120 in Sixth

Required in SEPTEMBER, a well-qualified graduate to share in the teaching of CHEMISTRY up to and including Advanced Level and thereafter maintenance. Experience desirable but not essential. An able, lively beginner would be considered, willing to participate fully in the general activities of the school, e.g. Duke of Edinburgh Award, music, sport etc. Scale 1 or 2 Burnham.

Apply by letter no later than 26th April, to the Headmistress, giving full details of curriculum vitae and names of two referees. (52518) 184824

LONDON NW1

THE INTERNATIONAL SCHOOL OF LONDON

Crewndale Road

Requires for September 1984 a full-time teacher of Physics to G.C.E. 'O' and International Baccalaureate. Further information available on request.

Applications, including full CV and the names of two referees, should be sent as soon as possible to the Headmaster, Mr. J.E. Parkes, The International School of London, Crewndale Road, London NW1. (53233) 184824

LONDON

DULWICH COLLEGE

London SE21 7LD

Required either in January 1985 or September 1984 a recent graduate to teach Physics. A Level work will be available to a suitably qualified person.

Preference will be given to applicants able to teach other science subjects in the Lower and Middle School, and to those willing to help with games, particularly hockey, or other out-of-school activities. The College has its own sixth form scale which are above Burnham. Accommodation may be available for a person requiring it.

Application should be made in the first instance including a full c.v. and the names, addresses and telephone numbers of two referees. Further particulars will be sent to all applicants. (52096) 184824

LONDON NW1

THE INTERNATIONAL SCHOOL OF LONDON

Crewndale Road

Requires for September 1984 a full-time teacher of Physics to G.C.E. 'O' and International Baccalaureate. Further information available on request.

Applications, including full CV and the names of two referees, should be sent as soon as possible to the Headmaster, Mr. J.E. Parkes, The International School of London, Crewndale Road, London NW1. (53233) 184824

SOMERSET

EDINGTON SENIOR SCHOOL

Shapwick, Bridgwater TA7 9NJ

Required in September 1984 a graduate mathematics/physics teacher to teach up to 'O' level. Ability to teach some mathematics and to help with games and the Duke of Edinburgh scheme would be an advantage.

A Scale II post is available for a suitable candidate. Edington School is a small (72 boys) boarding school specialising in teaching pupils of above average ability who have a specific learning difficulty.

Applications by letter with full C.V. plus names and addresses of two referees to the Headmaster. (52560) 184824

SUFFOLK

WOODBRIDGE SCHOOL

Suffolk

11-18 Co-ed Boarding and Day. 500 pupils

Required Sept/Jan 1984 a graduate teacher of Science, Mathematics and Physics with, preferably, some Junior Mathematics. The Mathematics teaching will be to at least 'O' level standard with 'A' level work available if wanted and the Physics to 'O' level. New laboratories recently completed. A willingness to participate fully in the life and activities of the school is essential.

Apply Headmaster, Woodbridge School, Woodbridge, Suffolk, IP12 4JH (Tel. No 0394 3847) quoting telephone number and name and addresses of two referees. (53218) 184824

SURREY

REIGATE GRAMMAR SCHOOL

Reigate Road, Reigate RH2 0QS

(B.M.C. Independent) 830 boys aged 11-18 with 50 girls in sixth form

Required for September 1984 a well-qualified teacher with some experience to teach PHYSICS throughout the school to G.C.E. Advanced level. The ability to teach some Electronics and/or Computing would be an advantage. Help with games, C.C.F. and other extra curricular activities will be an additional recommendation.

Salary up to Scale 3 available for suitably qualified and experienced candidate although applications will also be considered from graduates seeking their first appointment. Assistance and removal expenses available in approved cases.

Apply by letter to the Headmaster as soon as possible giving full personal details and the names and addresses of two referees, interviews will be arranged early May. (64484) 184824

Other than by Subject Classification

Other Assistants

CAMBRIDGESHIRE

THE KING'S SCHOOL

Ely

Required for September 1984 master or mistress to teach general subjects to 9/10 year olds. Ability to teach Latin or Music to Common Entrance at 13 standard, and to coach Girls' games would be an advantage. Some duties in Girls' boarding house.

Application giving names and address of two referees to be addressed to the Master of Junior School from whom further particulars are available. (64227) AL 185624

ESSEX

REEDHALL SCHOOL

Chelmsford

SPECIAL UNIT

(Independent E.C. Boarding and Day 300 plus)

Required September Teacher to take charge and develop a new SPECIAL UNIT for pupils with special educational needs and to organise assessment of yearly intake. Suitable experience and qualifications essential. Scale post or Special Schools Allowance - negotiable.

Apply in writing to Headmistress with C.V. and details of 2 referees. Further details on request. (52107) 185624

GWENT

HABERDASHERS' MONMOUTH SCHOOL FOR GIRLS

Monmouth, Gwent

(400 day girls, 200 boarders)

Requires next September a fully qualified teacher of junior children. Burnham Scale. Modern self-contained flat available in exchange for some resident duties.

Applications with the names of referees should reach the Head Mistress before 30th April. (59852) 185624

HERTFORDSHIRE

ST. COLUMBA'S COLLEGE

King Harry Lane, St. Albans, Herts.

Catholic Independent, 570 day boys. Over 100 in flourishing Sixth Form

REQUIRED for September 1984. (B.B.I.)

A Assistant Masters in Physics, English, Community and Social Studies.

In all departments, there would be work with Sixth Form as well as lower years. Willingness to help in extra-curricular activities, especially sport, an asset.

Applications, with C.V. and names of 2 referees to Headmaster. (64483)

ITALY

ROME

Required for September 1984 well qualified Teachers for the following posts: English, Music/Drama, Mathematics.

See Overseas appointments for details. (57920) 185624

KENT

Independent co-educational Grammar School will have vacancies for enthusiastic teachers of the following subjects in September 1984:-

(a) French (b) English/History to 'O' Level G.C.E.

Assistance with games would be an advantage.

Apply: The Headmaster, Clifton College, 48 Masons Hill, Bromley, Kent. (52311) 185624

LONDON

GRADUATE TEACHERS OF ENGLISH with subsidiary Latin, or Hist., Soc. Studies, required late April. Permanent posts London W.6. Tiny classes 10 - 14 yrs. Mornings only 15 - 20 hrs. weekly.

Write with brief c.v. and 'phone no. Write Soc No. FES 00133, Priory House, St. John's Lane, EC1M 4BX. (57812) 185624

LONDON

SYDENHAM HIGH SCHOOL G.P.D.S.T.

19 Westwood Hill, London SE26 6BL

Required for September, 1984, because of promotion, Assistant teacher to teach general form subjects in the LOWER SCHOOL department (7 - 11 years of age) of this Independent Girls' Day School, with particular interest in Science & Mathematics.

Please apply by letter, enclosing a curriculum vitae and names and addresses of two referees to the Headmistress. (64896) 185624

LONDON

North London Senior Girls School requires full time experienced English and Geography teachers up to 'O' level immediately.

Tel: 900 9035/6/7. (60358) 185624

MASTER/MISTRESS/MARRIED required posts in Independent Schools. Shpld. with BA.Ed. Hons. B.Ed., Pool Cert. (Hons). Meningitis Recd. Kth Jingahurst, Sussex. (62116)

SOUTH DEVON

Qualified teachers wanted to cover Nursery Sciences, Cookery, Needlework, Craft, Design and Technology, English and Numeracy/Mathematics. Also Music and Drama.

One resident full time teacher required. Other teachers may share time - re-lets, flats, furnished cottages. Contact Headmistress (01803) 862164. (54464) 185624

Other Assistants

SURREY

Required for September 1984, a qualified experienced junior school teacher. Ability to teach French would be an advantage.

Apply in writing to the headmistress, Esther School, 3 Harestone Hill, Caterham, Surrey with curriculum vitae & names & addresses of two referees. (52878) 185624

SUSSEX

ASHDOWN HOUSE

Forest Row, Sussex

Coeducational Prep. School

There are two appointments to be made for September. The following subjects are needed: French, English, History, P.E.

Invitations are invited from qualified teachers.

Apply in writing to the Headmaster. (52389) 185624

WEST MIDLAND

Full-time qualified teacher required from September, 1984 to take boys aged 5/6 yrs. Boys' Independent School.

Apply in writing with C.V. to: Wythall Green College, 242 Birmingham Road, Sutton Coldfield, B72 1EA. (52618) 185624

WEST SUSSEX

SUMMERS PLACE SCHOOL

Billingshurst, West Sussex RH14 9AS

(Multi-denominational Independent Boarding and Day School for approx. 260 pupils)

A PART-TIME PHYSICAL EDUCATION MISTRESS FOR SENIOR SCHOOL and A PART-TIME PHYSICS TEACHER is required for Sept. 1984. Salary according to Burnham Scale.

Letters of application with full C.V. should be sent to Mrs W.M. Johnson, Acting Chairman of Governors, Summers Place School.

COMMITTED CHRISTIAN REQUIRED. (52127) 185624

WORCESTER

THE KING'S SCHOOL

Worcester

Required for September 1984 a well-qualified graduate to teach Sixth Form Economics; ability to teach subsidiary Geography in the Lower School and to help with games and other out-of-school activities an advantage.

For further details, write to the Headmaster's Secretary, The King's School, Worcester WR1 2LH, enclosing a stamped, addressed envelope. (52005) 185624

REQUIRED FOR SEPTEMBER, Graduate teacher of German, initially to 'O' Level, with some Junior French. Graduate teacher of Music to 'O' and 'A' Level. Independent school on Coast. Salary Burnham Scale in accordance with qualifications and experience.

Apply in writing with Curriculum Vitae and names of two referees to the Headmistress, Box No 7E 00155, Friary House, St John's Lane, EC1M 4BX. (59063) 185624

Preparatory Schools

By Subject Classification

Arts and Design

Other Assistants

DERBYSHIRE

ART TEACHER required in SEPTEMBER to teach ART 8 to 13 year olds throughout Preparatory school and develop CRAFT and DESIGN in future. Single resident accommodation available. Burnham Scale 1 and Government Superannuation.

Reply with full details and telephone numbers of two referees to: Headmaster, St. Peter's School, Harnfield, Lovedean, Nr. Exeunouth, Devon EX8 5AU. (59350) 202824

Mathematics

Heads of Department

EAST SUSSEX

Teacher required for September in co-ed. IAPS prep school to take charge of Maths and games. Cricket.

Apply to Headmaster, Glengorse School, Battle TN33 0YX. (59115) 203418

Other Assistants

BELMONT

THE MILL HILL JUNIOR SCHOOL

Belmont

Required in September a MATHEMATICIAN to teach to CE level.

A resident bachelor cricketer especially welcome, but others should not be deterred from applying. Own salary scale.

Apply immediately in writing with full details and the names of two referees to O.C. Smith, The Master, Belmont, The Ridgeway, Mill Hill, London NW7 4ED. (60358) 203424

DERBYSHIRE

MATHEMATICS TEACHER required in SEPTEMBER to teach 8 to 13 year olds up to Public School Scholarship and Common Entrance level and help with games. Some experience essential; future possibility of Head of Maths with special responsibility allowance. Burnham Scale 1 and Government Superannuation. Single resident accommodation available.

Reply with full details and two referees to Headmaster, Stancliffe Hall, Darley Dale, Matlock, Derbyshire. (52347) 203424

LONDON

Required from September 1984 all enthusiastic teachers of Mathematics and Science for boys from 7 years to Common Entrance level. Ability to assist with games an advantage but not essential.

Apply in writing with full C.V. and the names, addresses and telephone numbers of two referees to: The Headmistress, Hereward House School, 14 Stratford Gardens, London NW3 4NY. (62371) 203424

SURREY

THE PRIORY SCHOOL

Banstead

(I.A.P.S. Day Preparatory School)

Required in September 1984 a qualified teacher to take MATHEMATICS up to Common Entrance and Public School Scholarship standard. Knowledge and interest in computing desirable, involvement in other extra curricular activities and games important with the opportunity to coach 1st XI cricket. Non-resident. Burnham Scale, London Allowance and Government Superannuation.

C.V. and writing with full details and the names, addresses and telephone numbers of two referees to the Headmaster. (59111) 203424

SURREY

ROWAN PREPARATORY SCHOOL

Claygate, Esher, Surrey

I.A.P.S. Girls 3 - 12 plus

Required for September 1984 well-qualified teacher of Mathematics (preferably graduate) to 11 plus and 12 plus Entrance level.

This is a maternity leave post, due to finish in March 1985. Accommodation available for this period.

Applications in writing, together with c.v., names addresses and telephone numbers of two referees, to be sent to the Headmistress, Rowan Preparatory School, Claygate, Esher, Surrey. (59066) 203424

Other Assistants

DEVON

September, 1984

MOUNT HOUSE PREPARATORY SCHOOL

Tavistock, Devon PL19 9JL

Requires a non-resident teacher for middle school French, acquainted with games, music, drama methods. Games essential. Burnham Scale 1.

Apply with two references to the Headmaster. (59455) 203424

KENT

MARLBOROUGH HOUSE PREPARATORY SCHOOL

Hawkhurst TN18 4PY

There will be a vacancy for a enthusiastic and experienced teacher of CRICKET in September, 1984. Interest in coaching GAMES an asset. Would you like to teach a Scholarship and Common Entrance level as a member of a fully qualified staff, and delightful surroundings?

Marlborough House caters primarily for Public Schools. Salary is based on Burnham and some fringe benefits available.

Applications in writing please to the Headmaster from whom an introduction should be obtained. (54445) 203424

NORTHAMPTONSHIRE

Senior French Teacher required September 1984 in Boys' boarding Prep School.

Applicants with scholastic record. Scope for creative well balanced traditional approach is important. The important post would suit someone who wants to take a full part in boarding school life and is interested in extra-curricular activities. Burnham Scale. Residential or non-residential.

Apply in writing to the Headmaster, Wellingborough School, Bracken House, Wellingborough, Northants., enclosing c.v. and names of two referees. (52539) 185624

STAFFORDSHIRE

LICHFIELD CATHEDRAL SCHOOL

The Close, Lichfield, Staffordshire WS13 7LD

I.A.P.S. co-educational day and boarding Prep School. 350 pupils. Choir School for Lichfield Cathedral.

Required for September 1984 Qualified teacher with full C.E.F. and one year's experience to teach FRENCH to 'O' level. Ability to help with games essential. Single accommodation available.

Full details from the Headmaster. Applications with full curriculum vitae and details of two referees should be addressed to the Headmaster.

Tel: Lichfield 25356. (64543) 204024

SURREY

French Teacher required for September 1984.

The successful candidate should be capable of coaching a game or sports, including Rugby and any - Burnham plus and allowance for promotion.

Apply in writing, giving full c.v. and names of two referees to the Headmistress, Pinewood School, Witshire SN6 6HZ. Swindon. (59078) 203624

Music

Other Assistants

KENT

FRIARS SCHOOL

Great Chart, Ashford, Kent

IAPS Day and Boarding. 182 boys

Required for September a qualified teacher of MUSIC to teach and be in charge of the school music for boys aged 5 to 13, and to offer general subjects to middle school boys. Burnham scale. Government superannuation. Single accommodation.

Applications, naming two referees, to the Headmaster. (52356) 203924

Pastoral

Other Assistants

DEVON

The post of Resident Senior Matron becomes vacant this September at Mount House School, Tavistock, Devon. We are looking for someone who, with the help of several assistants, will enjoy taking care of 130 boys between the ages of 8 and 14. The applicant must have nursing qualifications and preferably should have had experience at another school. Accommodation consists of sitting room, bedroom, bathroom and kitchenette. Salary negotiable.

Apply, with two references to the Headmaster. (59466) 204024

KENT

DOVER COLLEGE JUNIOR SCHOOL

I.A.P.S. Co-educational

Housemistress required in September for boarding house of Girls. Single accommodation available.

Further details from the Headmaster, 60 Shorncliffe Road, Folkestone, Kent CT20 2NC. (64465) 204024

Physical Education

Heads of Department

HERTFORDSHIRE

NORTHWOOD PREPARATORY SCHOOL

Northwoodwurth

IAPS. 80 Day Boys in Senior School at present.

Herts/Middx. border

Wanted for September, young qualified enthusiast to take charge of games and P.E. (ages 8 - 13). School is small site, developing. History also required as chairman teaching subject. School's own library scale. Govt. Superannuation.

Applications with c.v. and names, addresses and phone numbers of two referees to: The Headmaster, Moat Farm, Sandy Lodge Road, Rickmansworth, Herts. WD3 1LW. (53083) 204218

Other Assistants

KENT

CONVENT PREPARATORY SCHOOL

4 Old Road East, Gravesend, Kent DA12 1NR

Required September 1984 - A Teacher with experience qualified to teach Games, Gymnastics, Swimming and Dance to Infants and Juniors. Temporary appointment with a view to becoming permanent.

Apply to Headmistress giving Curriculum Vitae and two educational referees. Closing date 27th April. Please enclose a S.A.E. (52099) 204224

KENT

ROSE HILL SCHOOL

Tunbridge Wells TN4 9BY

IAPS 135 pupils

Head of Science required for April or September 1984. To be responsible for a flourishing Department, preparing boys for C.E. and Scholarships. A new, fully equipped laboratory will be ready by September. Dedicated teacher is sought who will join a professional team. Good scope for assistance with out-of-school activities, including games if required. Accommodation available. Burnham Scale. Government Superannuation. Resident or non-resident.

Apply to the Headmaster, with Curriculum Vitae and the names, addresses and telephone numbers of two referees. (52417) 204218

Other than by Subject Classification

Other Assistants

ABU-DHABI

UNITED ARAB EMIRATES

REQUIRED PREPARATORY SCHOOL TEACHERS Single, U.K. trained, fully qualified and experienced teachers with a minimum of 3 years preparatory school experience in addition to being excellent classroom teachers, applicants must be able to offer additional specialisation in one of the following areas. Computers in Education, Language Development across the Curriculum, Mathematics, Environmental Studies. Experience in preparing children for entry into preparatory schools is also desirable.

An active interest in extra curricula activities is essential.

Apply in own handwriting with full details including: Age, including recent photograph and the names of two referees to: Miss. M. Roach, c/o 10A Burland Heyward Finance Co. Lane, London NW2. (64433) 203624

BERKSHIRE

I.A.P.S. Boys' Day Prep. School requires for September, a teacher for middle school Science and English and essentially, a games coaching capability.

Apply in writing to the Headmaster, Long Close School, Upton Court Road, Slough, Berks. SL3 7LU with c.v. and references. (52390) 205624

CHESHIRE

THE RYLEYS

Alderley Edge

(I.A.P.S. - 180 boys)

Required in September 1984, young qualified teacher to teach 10 year old classes to teach English, Maths and French in Boys Preparatory Day School. Burnham Scale 1. N.E.S. Superannuation. Applicants must be willing to help with games.

Please apply in writing with C.V., photograph, and telephone numbers of two referees to the Headmistress. (52876) 205624

ESSEX

Qualified, experienced teacher required in September to take charge of a class of 5 - 7 year olds. Burnham Scale 1 Post Scale 1. Government Superannuation. non-resident. Large I.A.P.S. boys day preparatory School on edge of Epping Forest with transport connections to London. P.E. an advantage; would be suitable second post.

Apply with C.V. and references, to Headmaster, St. Aubyn's School, Woodford Green, Essex IG8 9DU. (52604) 205624

GLASGOW

THE PARK SCHOOL

Teacher required for Primary 1 for the session 1984/85. Graduate with English an advantage.

Application with C.V. and the names of two referees to the Headmistress, The Park School, 29 Pradhoch Street, Glasgow G3 8BQ. Tel: 041 332 0420. (52413) 205624

ITALY

ROME

Well qualified Infant or Junior Teacher required for September 1984.

See Overseas appointments for details. (57923) 205624

LANCASHIRE

BOLTON SCHOOL

GIRLS' DIVISION

Chorley New Road, Bolton, Lancs. BL1 4PB

96 girls - Junior School

Required for September 1984 a young, well-qualified teacher of General Subjects to take a form of 8/9 year olds. Special interest in Junior Music would be welcome. (Burnham Scale 1).

Apply with full details and two referees to the Headmistress. (NG 52098) 205624

LONDON

YESODEY HATORAH PRIMARY GIRLS SCHOOL

153 Stamford Hill, London N16

Suitably qualified and experienced teacher required immediately.

Please send C.V., names and addresses of two referees and a daytime telephone number to: The Headmistress. (60290) 205624

LONDON

Required from September 1984 an enthusiastic teacher of Mathematics and Science for boys from 9 years to Common Entrance level. Ability to assist with games an advantage but not essential.

Apply in writing with full C.V. and the names, addresses and telephone numbers of two referees to: The Headmistress, Hereward House School, 14 Stratford Gardens, London NW3 4NY. (52373) 205624

SURREY

GUILDFORD HIGH SCHOOL

(Church of Scotland Company Ltd.)

London Road, Guildford, Surrey GU1 1SJ

Required for September well qualified teacher of General Subjects with the charge of the top form of girls 8 - 9 years old in the Junior Department of this Co-educational Independent School. Academic expectations are high and there is a strong musical tradition. Burnham Scale 1. Please state special areas of interest.

Apply by letter to the Headmistress, enclosing curriculum vitae and the names of two referees. (54377) 205624

SURREY

BARROW HILLS R.C. BOYS PREPARATORY BOARDING SCHOOL

Roke Lane, Witley, Surrey

(I.A.P.S. Boarding Prep. Choir School)

Required for September, 1984 young qualified GRADUATE TEACHER FOR SUBJECTS TO TEACH FOR THE PREP. SCHOOL.

Responsibilities include the assessment of prospective pupils and some coordination of the social and academic progress of pupils in the Junior School.

Burnham Scale 2 available for suitable applicant.

Further details from the Headmaster to whom applications with curriculum vitae and the names and addresses of referees should be submitted. (59278) 205624

SURREY

LANESBOROUGH (I.A.P.S. Day, 270 boys 5 - 13)

The Preparatory Department of the Royal Grammar School and the Chalk School for Girls and Co-ed.

Required for September, 1984 a Trained teacher, qualified to be in charge of Boys' Swimming, to help with P.E. and Games and to teach either Geography to 'O' level standard, or French, or Middle School General Subjects. Non-resident. Burnham scale according to qualifications and experience.

Applications should be sent as soon as possible to the Headmaster, Lanesborough, Maori Road, Guildford, Surrey, with a full curriculum vitae and names, addresses and telephone numbers of at least two referees. (59834) 205624

WEST MIDLANDS

WEST HOUSE SCHOOL

Edgbaston, West Midlands

I.A.P.S. Day school of 300 boys

Wanted for September a Form Teacher for 9 year olds. A young and enthusiastic person required to teach English, Maths and General subjects. Ability to take art/craft/music games an advantage. Salary: Burnham, scale 1. Single accommodation available.

Apply by letter with c.v. and names & addresses of 2 referees to The Headmaster, West House School, 94 St. James's Road, Edgbaston, Birmingham B15 3NQ. (59941) 205624

Other Assistants

LONDON

HAKIM PRIMARY SCHOOL

Hakim Court, Stamford Hill, London N16 5QP

Required for September 1984 qualified and experienced teacher to teach Reception Infants with proficiency in Hebrew and Religious studies. Salary Burnham scale plus Outer London Allowance.

Application forms (s.a.e. please) of Headmaster, Akiva School, Manor House Centre for Jewish Education, Rad Road, Finchley, London N3 2RP. (Tel: 01-349 9366) (59618) 205624

LONDON

AKIVA SCHOOL

Primary day school under auspices of Progressive Jewish movements.

Required for September 1984 qualified and experienced full-time Reception Infants teacher with proficiency in Hebrew and Religious studies. Salary Burnham scale plus Outer London Allowance.

Application forms (s.a.e. please) of Headmaster, Akiva School, Manor House Centre for Jewish Education, Rad Road, Finchley, London N3 2RP. (Tel: 01-349 9366) (59618) 205624

SURREY

FERNDEN SCHOOL

Haslemere, Surrey

Required September 1984 a qualified teacher to be responsible for teaching general subjects in the middle school (ages 8 - 11) also of some Senior Teaching). The successful candidate should be willing to enter fully into the life of a Boys' boarding preparatory school where extra curricular activities feature prominently. Ability to coach games is essential. Salary according to Burnham Scale 1. Single accommodation available during term time.

Write with full details of experience and the names of two referees to the Headmaster. (59425) 185624

WILTSHIRE

Wanted from September 1984 for one year's temporary appointment, a qualified Degreed teacher to teach general subjects, including Games to 9 - 10 year olds. We require a strong Mathematician with technical ability and an enthusiasm for games.

Write with C.V. to: The Principal, Hazlegrove Preparatory School, The Priory, Sherborne, Wilts. SN10 1QAP. (53385) 205624

Colleges of Further Education

Directors and Principals

GLOUCESTERSHIRE

COUNTY COUNCIL

MID-GLOUCESTERSHIRE TECHNICAL COLLEGE

VICE PRINCIPAL (Group 3)

Applications are invited from suitably qualified and experienced persons for the post of Vice Principal.

The College is in Group V and comprises the following departments: Business Studies and Management, Engineering and Construction, General Education and Adult Studies, Technology and Science. Duties will commence on 1st September, 1984 on the retirement of the present post-holder.

Further details and application forms can be obtained from the Principal, Mid-Gloucestershire Technical College, Hirst-Gard Road, Cheltenham, Gloucestershire. Closing date for receipt of applications 16th April 1984. (59967) 220015

Heads of Department

BERKSHIRE

ROYAL COUNTY OF BERKSHIRE AND WINDSOR AND MIDDLESEX COLLEGE

Claremont Road, Windsor

Tel: Windsor (07535) 63111

HEAD OF DEPARTMENT GENERAL STUDIES GRADE V

Required for 1st September 1984. Applicants must be graduates preferably with teacher training, and should have had appropriate teaching and administrative experience. Maths and General subjects. Ability to take art/craft/music games an advantage. Salary: Burnham, scale 1. Single accommodation available.

Further details and application forms, returnable within 14 days of the appearance of this advertisement, are obtainable from the Principal.

Berkshire is an equal opportunities employer. (62501) 220015

Heads of Department

PREP SCHOOLS
continued

WILTSHIRE

French Teacher (for 9 - 11 year olds) required, also Sept. 1984. Opportunity to coach some English. Willingness to undertake duties and extra curricular activities in a boarding/day school essential. Accommodation available for single person. Salary according to Burnham. Apply in writing with brief details of name of two referees to The Headmaster, Pinewood School, Bourton, Swindon, Wiltshire SN6 8HZ. (53078) 203624

DEAN CLOSE JUNIOR SCHOOL CHELTENHAM

(Co-Educational Boarding/Day School 277 pupils)

DIRECTOR OF MUSIC

Well qualified and enthusiastic candidates are invited to apply for the Directorship of Music at Dean Close Junior School which falls vacant in September 1984, although candidates for January 1985 will be considered.

Application with full c.v. and the names of two referees should be sent to the Headmaster Dean Close Junior School, Hardy House, Lansdown Road, Cheltenham, Glos., GL51 6QS, from whom further details may be obtained.

(6638)

CLIFTON COLLEGE PREPARATORY SCHOOL

(500 boys aged 7 to 13)

requires young qualified

PE TEACHER

for September

Subsidary subject, preferrably Physics or French, necessary.

Must be single and resident.

Ideal second job. Good salary, facilities and prospects.

Send CV to the Headmaster for further details.

The Preparatory School
Clifton College
Bristol BS8 3HE

(6728)

CLIFTON COLLEGE PREPARATORY SCHOOL

(500 boys aged 7 to 13)

requires young qualified

PHYSICS TEACHER

for September

Must be single resident.

Excellent prospects, own laboratory, good salary.

Send CV to: The Headmaster for further details.

The Preparatory School
Clifton College
Bristol BS8 3HE

(6728)

Science

Heads of Department

KENT

ROSE HILL SCHOOL

Tunbridge Wells TN4 9BY

IAPS 135 pupils

Head of Science required for April or September 1984. To be responsible for a flourishing Department, preparing boys for C.E. and Scholarships. A new, fully equipped laboratory will be ready by September. Dedicated teacher is sought who will join a professional team. Good scope for assistance with out-of-school activities, including games if required. Accommodation available. Burnham Scale. Government Superannuation. Resident or non-resident.

Apply to the Headmaster, with Curriculum Vitae and the names, addresses and telephone numbers of two referees. (52417) 204218

RAVENSWOOD VILLAGE

DEPUTY PRINCIPAL AND HEAD OF ADULT AND FURTHER EDUCATION

This advertisement is directed towards professional people who are familiar with current trends in work with people who are mentally retarded.

Ravenswood is a unique village with 165 residents, a range of residential and day provision, a staff of well over 100, and a residential population aged from 4 to 60 years. A purpose-built school caters for residents aged up to 19 years. The Village is linked with King's College Hospital Medical School and Bulmershe College of Higher Education. The residents also attend further education classes at Bracknell College.

We now seek a DEPUTY PRINCIPAL, HEAD OF CONTINUING, FURTHER AND ADULT EDUCATION to facilitate the education and training of the adult population, and to serve as Deputy Principal: (Education).

The successful applicant will be expected to be a constructive member of the Management Team; and innovative is assisting adults to adjust to an adult life style. The role includes co-ordination of work opportunities both within, and where possible, outside the Village.

This is an important appointment with immense scope and prospects.

Experience in the field of mental retardation is essential and knowledge of the special needs of Jewish residents (who form the majority of the Village) will be an advantage.

Salary on relevant professional scale. Please reply in writing, giving full details of career to date to:

The Principal, RAVENSWOOD VILLAGE, NINE MILE RIDE, CROWTHORNE, BERKS.

All applications will be treated in the strictest confidence.

FOR THE LIFE-LONG CARE OF THE MENTALLY HANDICAPPED

RAVENSWOOD FOUNDATION

COLLEGES OF FURTHER EDUCATION
continued

LONDON

HEAD TEACHER OF BUSINESS STUDIES SUBJECTS

Applications are invited for post, the Teacher of Business Studies Subjects.

The person appointed will be expected to teach some of the following subjects: Accounting; Management; Law; Communications.

Additional responsibilities include the administration of the Business Studies Course, the Business Studies element within our Secretarial Courses and the leadership of a small team of part-time lecturers.

Please apply to: Miss T.A. Humphreys, Head of Training, St. Gedric's College, 2 Arkwright Road, London NW3 4AD. Tel: 01-435 9831. (54931)
220018

SHEFFIELD

GRANVILLE COLLEGE Sheffield
DEPUTY HEAD OF DEPARTMENT PRINCIPAL LECTURER

Applications are invited for the above post which becomes vacant on 1st April in the Department of Catering Technology.

Candidates should be professionally qualified to degree level per SHCM/HND or examination. They should be capable of demonstrating a wide range of skills required at a senior management level and be completely familiar with modern educational politics, courses and objectives relating to catering education.

Salary Scale: Within the range £12,519 - £15,744.

Application forms and further particulars are obtainable from the Chief Administrative Officer (Ref:CAP SAE), Granville College, Granville Road, Sheffield S2 2RJ. Tel: (0742 760271, Ext. 234, and completed forms should be returned within 10 days of the publication of this advertisement.

Sheffield City Council is an Equal Opportunities Employer. (52316) 230018

Other Appointments

BEDFORD

BEDFORD COLLEGE OF HIGHER EDUCATION LECTURER II/SENIOR LECTURER IN INFANT EDUCATION

Applications are invited for the above post which will involve teaching responsibilities on initial teacher training and in-service courses, commencing in September 1984.

Recent experience of teaching infants is essential together with appropriate academic qualifications. Specialist interests in language development and children's literature or in expressive/integrated arts would be an advantage.

Further details and application forms available from The Director, Bedford College of Higher Education, Cauldwell Street, Bedford, MK41 9EA (0234 45151). Completed application forms should be returned by (April 20). (53246)
220026

BERKSHIRE

ROYAL COUNTY OF BERKSHIRE

NEWBURY COLLEGE
Oxford Road, Newbury, Berks.

LECTURER 1 in MECHANICAL and PRODUCTION ENGINEERING. To teach Technician, Craft and G.C.E. courses. Applicants should be Chartered or Technician Engineers with recent experience of Modern Production Techniques in industry. Salary £5,649 - £9,735. The County has a scheme of assistance with removal expenses, etc.

Further details and application form from the Principal's Secretary (Newbury 42824, Ext. 21). Closing date 16th April, 1984.

Berkshire County Council is an equal opportunity employer. (52830) 220026

COLLEGES OF FURTHER EDUCATION
continued

BOLTON

BOLTON METROPOLITAN COLLEGE

FACULTY OF VOCATIONAL SERVICES

FOOD TECHNOLOGY DEPARTMENT

LECTURER 1 IN FOOD SERVICE

Required as soon as possible to teach Food Service to mainly full-time students on BTEC and C.G.L.I. courses.

Applicants must have a good technical background with high class trade experience and appropriate qualifications; teaching experience would be an advantage.

Application forms and further details from the Chief Administrative Officer, Bolton Metropolitan College, Manchester Road, Bolton BL2 1ER. Tel: 0204 31411.

To be returned within two weeks of the appearance of this advertisement. (54432) 220026

BRENT

LONDON BOROUGH OF BRENT
WILLESDEN COLLEGE OF TECHNOLOGY
Principal: A.K. Barnard, B.Sc., Ph.D., A.C.Chem., F.R.I.C., F.R.S.A., F.Coll.P.

DEPARTMENT OF ELECTRICAL AND ENGINEERING
LECTURER I IN ELETRICAL INSTALLATION
(for 1st September 1984).

To teach theory and practice on City and Guilds Parts and Craft and Link Courses.

Salary Scale: £6,636 to £10,722 inclusive.

Brent is an equal opportunity employer. Brent is fundamentally committed to multi-cultural education.

Application forms (SAE) from the Chief Administrative Officer, Willesden College of Technology, Denzil Road, London NW10 2XD. (Tel: 451 3411) returnable within 14 days. (52559) 220026

BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION

Lecturer I in Electrical Installation

Applications are invited for the above post commencing on 1st September 1984.

Applicants should have appropriate qualifications and sound practical experience in Electrical Installation to enable them to teach students attending on CITB Block Release training and part-time CGLI courses. Teaching experience would be advantageous.

Salary Scale: £5,807 - £9,735 including London Allowance (under review).

Berkshire has a scheme for assisting with removal expenses. The County Council is an equal opportunity employer and all applicants will be considered solely on the basis of suitability for the post irrespective of race, colour, sex, marital status or disability.

Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough SL3 8DY. Please enclose a stamped-addressed foolscap envelope. Closing date: 9th April 1984. (54490)
220026

BUCKINGHAMSHIRE

AMERSHAM COLLEGE OF FURTHER EDUCATION, ART AND DESIGN
DEPARTMENT OF BUSINESS STUDIES
LECTURER I IN TRAVEL AND TOURISM STUDIES
Required for September 1st, 1984 to teach full-time BTEC, National and General Travel Tourism Students and ABTA YTS as well as other Industry Based Courses.

It is desirable that applicants should possess relevant qualifications and recent experience in the industry. We are seeking to appoint a Lecturer to teach a range of subjects within the above courses. An ability to offer one or more of the following is essential: NUMERACY AND ACCOUNTING II; MARKETING AND SALES (TRAVEL AND TOURISM); ORGANISATION IN THE ENVIRONMENT; BUSINESS ADMINISTRATION.

A teaching qualification would be an added advantage.

Salary: £6,636 - £10,722 plus £258 London Fringe Allowance.

Application forms and further details (s.a.e.) obtainable from the Head of Department of Business Studies Secretary, Amersham College of Further Education, Art and Design, Stanley Hill, Amersham, Bucks. HP7 9HN. Completed applications should be returned to the Head of Department of Business Studies by 14th April, 1984. (52873)
220026

CAMBRIDGESHIRE

HUNTINGDON TECHNICAL COLLEGE
California Road, Huntingdon, Cambs. PE18 7SL

Applications are invited for the following full-time established appointment to commence 1st September, 1984.

DEPARTMENT OF MOTOR VEHICLE ENGINEERING.

LECTURER GRADE I IN MOTOR VEHICLE BODY REPAIR and RELATED SUBJECTS.

Candidates must be well qualified, preferably teacher trained but must have a proven record of good experience in the Motor Vehicle body repair industry.

The College is also seeking two temporary Lecturers Grade 1.

1. DEPARTMENT OF MATHS., SCIENCE & COMPUTING

LECTURER GRADE I IN PHYSICS and PHYSICAL SCIENCES to A' level standard for one academic year from 1st September, 1984 to cover the absence of a full-time lecturer on secondment.

2. DEPARTMENT OF BUSINESS, PROFESSIONAL AND MANAGEMENT STUDIES.

Lecturer Grade I in RETAILING BACKGROUND to BUSINESS and BOOK KEEPING for B/TEC GENERAL and NATIONAL level work plus RSA II. The period required covers 4 academic terms form 1st May 1984.

Application form and further details available from the Principal on receipt of a stamped addressed envelope. (54472) 220026

CHESHIRE

SOUTH CHESHIRE COLLEGE

SENIOR LECTURER
ART & DESIGN

Particulars and application form may be obtained from THE COLLEGE, Dane Bank Avenue, Crewe. Tel: (0270) 69133. (52217)
220026

CUMBRIA COUNTY COUNCIL

BARROW-IN-FURNESS COLLEGE OF FURTHER EDUCATION
Howard Street, Barrow-in-Furness

(Tel: (0229) 25017)

Required from 30 April 1984 a Lecturer Grade I in the Department of Craft Studies to teach Painting and Decorating Theory and Practice. Applicants should possess appropriate qualifications and practical experience.

Salary Scale: £5,649 - £9,735.

Application forms can be obtained from the Principal to whom they should be returned not later than 13 April, 1984. (S.A.E. please). (52257) 220026

HAMPSHIRE

EDUCATION COMMITTEE
BROCKENHURST COLLEGE
Currently a Sixth Form College Brockenhurst changes to that of Tertiary in September 1984.

Please see a range of posts available under 'Sixth Form and Tertiary Colleges'. (54923) 220026

CUMBRIA

CUMBRIA COUNTY COUNCIL

BARROW IN FURNESS COLLEGE OF FURTHER EDUCATION
Howard Street, Barrow in Furness, Cumbria

Tel: 0229 25017

DEPARTMENT OF MANAGEMENT, BUSINESS & GENERAL STUDIES

PRINCIPAL LECTURER TO ACT AS DEPUTY HEAD OF DEPARTMENT

Required as soon as possible to take responsibility for the MSC related schemes and courses within the Department. Applicants must have (a) relevant graduate or professional qualifications, (b) some responsible administrative experience in commerce, industry or training/educational service, and (c) teaching qualifications and experience.

Salary scale - £12,519 - £13,938.

Further particulars and application form available from the Principal to whom they should be returned no later than 13.4.1984. (59931) 220026

DERBYSHIRE

EDUCATION COMMITTEE
HIGH PEAK COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF GENERAL EDUCATION
LECTURER I - General and Communication Studies
DEPARTMENT OF BUSINESS STUDIES
LECTURER I - Computing. Experience of small business systems and Cobol an advantage.
LECTURER I - New Technology. Knowledge of new technology in offices essential, experience of word processing, electronic office an advantage.
LECTURER I - Business Studies. Accounts and/or management.
LECTURER I - Business Studies.

Applicants should be able to offer one or more of the following - accounts, management, travel and tourism, distribution, marketing.

Posts from 1st September, 1984. Industrial experience and teaching qualifications an advantage.

Application form and details from the Principal (S.A.E. please). Closing date 13th April, 1984.

Derbyshire is an equal opportunity employer.
220026

ISLE OF WIGHT COUNTY COUNCIL
EDUCATION COMMITTEE in conjunction with the Home Office

H.M. PRISON PARKHURST

Deputy Education Officer

Applications are invited for the full-time post of Deputy Education Officer at this top security establishment for long-term male prisoners.

Applicants should be experienced, qualified teachers able to take over the organisation of Mathematics teaching in the general education programme to which the department operates. FE and/or AE experience will be an added advantage. Duties will include administration and supervision of classes and teachers as well as a personal teaching commitment. Candidates must be prepared to undertake two evening duties each week with time off in lieu.

Salary: LII(£7,215–£11,568).

Application forms and further details can be obtained from the County Education Officer, County Hall, Newport, Isle of Wight, PO30 1UD, to whom completed forms should be returned by 13th April, 1984. (9684)

Isle of Wight County Council

COLLEGES OF FURTHER EDUCATION
continued

DEVON
COUNTY EDUCATION COMMITTEE

BICTON COLLEGE OF AGRICULTURE
East Budleigh, Budleigh Salterton, Devon EX9 7BY

1. LECTURER (1A or 1B) Agriculture (Farm Management Subjects)

2. LECTURER IN AGRICULTURE WITH FARM MACHINERY

LECTURERS IN GENERAL AGRICULTURE

1. LECTURER (1A or 1B) in AGRICULTURE (Farm Management Subjects)

Applications are invited from those with technical qualifications in agriculture with farm management. Duties will be primarily to lecture and conduct classes and projects to full-time courses.

The post is currently vacant but applicants completing their courses in July 1984 will be considered. Salary, according to qualifications, experience and the responsibilities required, on either Lecturer 1A £5,649 – £9,735, or Lecturer 1B £6,345 – £10,485.

Further details and application forms (to be returned by 16th April, 1984) from the Principal.

2. LECTURER IN AGRICULTURE with FARM MACHINERY.

The above post is currently available, on a temporary one year contract, extendable from July under M.S.C. - Y.T.S. arrangements.

Applications to have a sound technical qualification and relevant practical experience with a particular interest and ability in the use of farm machinery. Duties will include giving tuition and practical instruction in these subjects.

LECTURERS IN GENERAL AGRICULTURE

Applications invited from those with sound technical qualifications and practical farming experience. The two posts are currently vacant, or could commence in July 1984 by arrangement, as temporary one year contracts, in the first instance, under M.S.C. - Y.T.S. arrangements.

Duties will include teaching general agricultural subjects and giving practical instruction.

Salary Scale for Lecturer in Agriculture with Farm Machinery, and Lecturers in General Agriculture, Lecturer 1A £5,649 – £9,735 according to qualifications and experience. Additionally, free amenities of accommodation and boarding available to appointments as a position of Lecturer/Warden.

Further details and application forms from the Principal (to be returned by 13th April, 1984). (39472) 220026

DORSET
SOUTH DORSET TECHNICAL COLLEGE
Newstead Road, Weymouth, Dorset DT4 0DL
DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES
LECTURER (GRADE 1) (temporary, One year, full-time) required from 1st September to teach Calculating, Bookkeeping and Accounts, Commerce and related subjects to BTEC General and/or BTEC National Level Courses and Secretarial Courses at all levels. Relevant commercial experience and suitable qualifications are essential. An interest in modern office technology is desirable.
SALARY: Lecturer (Grade 1) £5,649 to £9,735 per annum. Further particulars are available from the Principal to whom completed application forms should be returned by Friday 20 April 1984 (39963) 220026

EAST SUSSEX
BRIGHTON COLLEGE OF TECHNOLOGY
FACULTY OF ENGINEERING
Required from September 1st:
LECTURER (GRADE 1) MICROELECTRONICS £7,215 – £11,568 (under review).
Applications invited for this post which offers unique teaching opportunities in full-time, part-time and short courses in which micro-computer technology features. Applicants should be suitably qualified with broad practical knowledge of 8-bit systems and initial knowledge of current 16-bit systems and programming ability in Assembly and Pascal languages an advantage.
Relocation grants available in approved cases.
Details from Principal, Brighton College of Technology, Pelham Street, Brighton BN1 4FA (Tel: Brighton 685971, Ext. 204 (Please quote Ref. 393TES). (39490) 220026

GRAMPIAN
REGIONAL COUNCIL

LECTURER 'B' IN COMPUTER STUDIES

Required at Aberdeen College of Commerce. Should have an appropriate qualification in Computing and preferably teaching or industrial experience. Required to teach to SCOTBEC Modules of S.R.N.C. in Computer Data Processing. Salary scale £7,644 – £10,413. Placing for approved teaching and industrial experience.

Application forms from Director of Education, Woodhill House, Aberdeen AB9 2LU with whom applications (3 copies) should be lodged by April 16. (39411) 220026

HAMPSHIRE
ALTON COLLEGE
LECTURER I BUSINESS STUDIES for September 1984 on BTEC and other business courses. Core/options specialisms an advantage.
SAE to Principal for further details.
Letter of application full C.V., plus name of two referees to Principal, Alton College, Old Odiham Road, Alton GU34 2LX by 16th April. (39340) 220026

HARINGEY
LONDON BOROUGH OF HARINGEY
Progress with Humanity

RE-ADVERTISEMENT
HARINGEY COLLEGE
Park Road, London N11 2QF
Principal: Brenda Remington, B.A. (Hons), Dip.F.E.
Department: General and Community Education
Post: Senior Lecturer in General & Community Education
Applications are invited from appropriately qualified persons to act as Deputy Head and to assist this new Department in a new College in identifying and developing courses to meet the needs of the local community in the area of youth, community and social work.
Candidates should have experience in all or some of the following:-
1. The provision of courses to assist young people and adults to acquire knowledge and skills in community and youth work.
2. The development of 'access' courses for mature students seeking entry to higher education/professional training.
3. Staff development modules for employees of social work and community agencies.
It is essential that all postholders are fully committed to the aims of the College especially with regard to the policies of Multi-Cultural Education and Equal Opportunities and will have had experience of working with people from minority ethnic groups/or will be able to relate to minority ethnic groups.
Application forms and further details may be obtained from: Helen Atkins, Administrative Assistant (Staffing), Harringey College, Park Road, London N11 2QF (P.E. Unused) Tel: 01-888 7143 (Ext. 2063).
Closing date: 13th April 1984.
HARINGEY IS AN EQUAL OPPORTUNITY EMPLOYER. (39562) 220026

HAMPSHIRE
ALTON COLLEGE
LECTURER I PHYSICS/ELECTRONICS or a related subject, required for September.
Alton is an expanding purpose built tertiary college. The science department offers courses in physics, electronics, mathematics, computing, design technology and engineering. Alongside the range of GCE Science courses has recently been added the team in introducing a BTEC diploma in electronics and electrical engineering in September.
Applications would be welcome from candidates whose particular interest is in computing or engineering with physics or electronics.
SAE to Principal for further details, to whom letters of application with full curriculum vitae and names of two referees should be returned by 16th April. Alton College, Old Odiham Road, Alton, Hampshire GU34 2LX. (39576) 220026

HERTFORDSHIRE
ST ALBANS COLLEGE
Department of Business Studies
29 Hatfield Road, St Albans, Herts.
(Tel: 60423)

LECTURER
Scale £5,649 – £9,735 (Inc £258 area weighting) required from 1st September 1984 to teach Computer Data Processing on a range of secretarial courses. The ability to offer other subjects such as Office Practice, Shorthand to Business Studies would be an advantage. Candidates should have current experience in a commercial data processing environment and should hold a professional qualification in computer data processing. Teaching experience desirable is not essential.

Further details and application form are available from the principal, to whom completed forms should be returned by 16th April 1984. (39490) 220026

School of open learning

LECTURER GRADE II IN PRIMARY MATHEMATICS to commence as soon as possible

Whilst the candidate should have an adequate mathematical background, the most important qualification is successful teaching experience in the Primary School age range. Experience with the 5–7 year age range would be particularly welcomed, as would professional experience in Mathematics Education outside the classroom (e.g. in-service work, advisory work, involvement with professional organisations etc.).

The successful candidate will be expected to work on the Primary B.Ed. course, the Primary Postgraduate Certificate in Education Course and on various in-service courses for teachers.

Salary Scale: Lecturer Grade II £7,215 – £11,568 p.a.

Application forms and further particulars from: Mr A. W. Hodgson, Staffing Officer, Bradford & Ilkley Community College, Great Horton Road, Bradford BD7 1AY. Applications to be made no later than Wednesday 11th April 1984.

We are an equal opportunities employer.

Re-advertisement – previous candidates will be considered and need not re-apply.

Taking up the challenge of tomorrow today!

Bradford & Ilkley COMMUNITY COLLEGE

STRANMILLIS COLLEGE BELFAST

Stranmillis College provides BEd General, BEd Honours and PGCE courses of initial training, of the Queen's University, for the 3 to 13 age range and in certain secondary subjects and in-service courses for teachers. The College is non-denominational: there is no religious test.

The College is pleasantly situated in an attractive wooded estate of some 45 acres in a quiet residential neighbourhood to the south of the city centre.

Two Posts of Lecturer or Senior Lecturer in Education

Applicants should have good and successful teaching experience in primary age ranges, for one post in lower primary, and for the other either in upper or lower primary.

Experience in remedial or special education, or other professional qualifications would be an advantage. The appointments will be from September 1.

Salary Scale (subject to review from April):
Lecturer: £7,215 – £11,568
Senior Lecturer: £10,683 – £13,443 with appropriate placing.

Assistance with removal expenses from outside Northern Ireland.

Further information about the College and the appointments, and a form of application, may be obtained from The Secretary, Stranmillis College, Belfast BT9 5DY. Applications should be received not later than April 27.

Education Committee

THANET TECHNICAL COLLEGE

Applications are invited from suitably qualified candidates for the following posts vacant from September 1984. Salary Scale £5,649–£9,735.

Department of Social and Health Studies (Readvertisement)

LECTURER I in Basic Education, to teach Literacy, Numeracy and Social and Life skills on a variety of courses across the Department, including the Youth Training Scheme.

Department of Hairdressing and Beauty Therapy

LECTURER I in Hairdressing and Beauty Therapy.

Application forms and further particulars are available from the Principal, Thanet Technical College, Ramsgate Road, Broadstairs, Kent (s.a.e. please), to whom completed applications should be submitted by Friday, 13th April. (9716)

KENT COUNTY COUNCIL

Tayside Regional Council

FURTHER EDUCATION

KINGSWAY TECHNICAL COLLEGE, Old Glamis Road, Dundee

Applications are invited from suitably qualified and experienced persons for the following post.

LECTURER 'B' IN OPEN LEARNING SYSTEMS

SALARY SCALE: £7,644–£10,413

Applicants should have a sound knowledge and experience of Open Learning Systems and Methods and be suitably qualified in a recognised discipline.

Applications forms and further details may be obtained from the Principal at the above address, to whom completed applications should be returned by Friday 20th April 1984. (9696)

FIFE REGIONAL COUNCIL
EDUCATION COMMITTEE
LAUDER TECHNICAL COLLEGE
DEPARTMENT OF INDUSTRIAL STUDIES AND SPECIAL PROGRAMMES

SENIOR LECTURER I – SPECIAL PROGRAMMES

Applications are sought for this post within the Department of Industrial Studies and Special Programmes. The principal duties attached to this post will be the development and management of Social and Life Skills teaching, and outreach work to young people on YTS schemes.

LECTURER 'B' – SPECIAL NEEDS

Applications are invited for the above post, which has arisen as a result of an expansion in the college provision for youngsters and adults with Special Educational Needs. The post will principally involve the teaching of Basic Education, and the guidance of young people on such courses.

Salary: Senior Lecturer I £9,313–£11,325
Lecturer 'B' £7,644–£10,413

Further details of the post are obtainable from the Principal, Lauder Technical College, Halbeath, Dunfermline. (Telephone: 722301). Application forms from the Director of Education, Regional Offices, Wemyss Field, Kirkcaldy and returned before Friday, 13th April, 1984. (9656)

COLLEGES OF FE
continued

HERTFORDSHIRE
WATFORD COLLEGE
Requested Road, Watford
DEPARTMENT OF ENGINEERING
LECTURER IN SENIOR LECTURER IN ELECTRONICS
Applications are invited for the post of Senior Lecturer in Electronics to participate in both teaching and organisation/administration.
Candidates should have a proven record of successful development in Electronics Engineering and should hold a professional qualification in computer data processing.
Teaching experience desirable is not essential.
Further details and application forms available from the Chief Administrative Officer, Watford College, Hempstead Road, Watford, Herts. WD1 3EZ. (Tel: Watford 41911, Ext. 261) (39556) 220026

ISLE OF WIGHT
COUNTY COUNCIL
ISLE OF WIGHT COLLEGE OF ARTS AND TECHNOLOGY
Medina Way, Newport, IW PO30 5TA
Department of Business and General Studies
Required in September 1984, LECTURER GRADE I TO TEACH AUDIO TYPING, PRIVATE TEACHING WORD PROCESSING AND SOME TYPEWRITING.
Applicants should have appropriate qualifications and business experience and are invited to give details of additional subjects they can offer.
A teaching qualification and teaching experience is desirable.
The appointment will be for one year in the first instance.
Salary Scale: Lecturer I £5,649 – £9,735.
Application forms and further information available from The Chief Administrative Officer at the College to whom completed forms should be returned by Wednesday 18th April 1984. (52117) 220026

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
THE NAUTICAL COLLEGE
Broadwater, Fleetwood
1st May, 1984

LECTURER - GRADE II - To teach on TEC Diploma and Higher Certificate in Electronics & Related Courses. Knowledge of Micro Electronics essential.

Forms/further details from/to The Principal at the College. SAE please.

Closing date: 12th April, 1984. (39532) 220036

LEICESTERSHIRE
HINCKLEY COLLEGE OF FURTHER EDUCATION
Lowesby Close, Hinckley, Leics. LE10 1HQ

COMMUNITY STUDIES DEPARTMENT

LECTURER II IN CATERING AND FOOD STUDIES

Required from 1st September 1984 to take charge of the recently formed unit providing catering section of the above Department. Ability to teach food service to basic levels would be an advantage. The post offers considerable scope to an energetic teacher with appropriate training and industrial experience.

LECTURER IN COMMUNICATION AND GENERAL STUDIES

Required from 1st September 1984 to join an energetic team of communication and general studies staff to teach a range of courses, mostly following City and Guilds/YTS and TEC courses. No particular specialist subject is required if the academic background of applicants but a commitment to the development of this subject is essential. Graduate/teaching qualification expected.

Further particulars available from the Principal on receipt of S.A.E., and to whom written applications (no forms) should be sent within two weeks of the appearance of this advertisement. (52026) 220026

NORFOLK
NORWICH CITY COLLEGE OF FURTHER AND HIGHER EDUCATION
HM PRISON BRITANNIA TRAINING PRISON
EDUCATION OFFICER - LECTURER Grade II
Applications are invited from appropriately qualified teachers interested in the challenging task of providing an education service to adult offenders within a Category C (Low Security) custodial establishment.
Application forms and further particulars can be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer, Norwich City College of Further and Higher Education, Ipswich Road, Norwich NR2 2LJ, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (52256) 220026

LONDON
CROWN COLLEGE

Applications are invited from suitably qualified and experienced full-time and part-time lecturers required for September as follows:

1. Computer Studies to C.G.L.I. Certificate No. 746 and A.C.C. Certificate and Diploma levels.

2. Business Studies (including Accountancy and Costing) to professional level.

3. Management Studies to professional level, including Association of Business Executives and Institute of Administrative Management.

4. Secretarial Studies (including Pitman, New Era and 2000 Shorthand, Typewriting, Secretarial Duties, Office Practice, Book-keeping and Word Processing) to R.S.A. Stage I, L.C.C.I. Higher Stage and Private Secretary's Diploma and Certificate Examinations, and P.E.I. Advanced Stage.

Salary commensurate with qualifications and experience.

Please send full C.V. and the names and addresses of two referees to The Principal, Crown College, 2/13 Lyons Street, Kings Cross, London WC1X 9HZ, to arrive by not later than 13th April, 1984. (52126) 220026

NORTHAMPTON
NORTHAMPTON COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF ENGINEERING

SENIOR LECTURER in Vehicle Body Craft Studies to act as Section Head and also as Deputy Head of Department.

Applicants should be suitably qualified and have substantial trade and F.E. experience. This post is available on September 1st 1984 or earlier if possible.

Details (send SAE) from Principal, Northampton College of Further Education, St. Gregory's Road, Booth Lane South, Northampton NN3 3RF. (52182) 220026

NORTHAMPTONSHIRE
TRESHAM COLLEGE
Required for September, 1984

LECTURER I IN SECRETARIAL STUDIES.

Required for September, 1984. Applicants should be qualified and experienced teachers able to offer a full range of secretarial subjects. The ability to offer tuition in Word Processing or Medical Secretarial subjects would be an added advantage.

LECTURER I IN GEOGRAPHY.

Required for one year from September, 1984 to replace a member of staff on secondment, to teach GCE 'O' and 'A' level Geography and some Economic Geography to the BTEC National Diploma in Business Studies.

LECTURER I IN PSYCHOLOGY.

Required for one year from September, 1984 to replace a member of staff on secondment, to teach Psychology with some subsidiary Sociology at GCE 'O' and 'A' level students.

Salary on the scale £5,649 - £9,735, point of entry determined by experience and qualifications.

Further details and an application form are available from The Principal, Tresham College, St Mary's Road, Kettering, Northamptonshire. Tel: Kettering 83333. (52009) 220026

NORTHAMPTONSHIRE
TRESHAM COLLEGE
Required for September, 1984

LECTURER II IN GENERAL EDUCATION
To be responsible for the development of General Education at our Kettering Centre. An interest in either curriculum development, educational technology or residential education would be an advantage.
LECTURER II IN ECONOMICS
Required to teach students on BTEC National level in Business Studies and GCE 'O' and 'A' level courses. Some administrative and tutorial responsibilities will also be required.
LECTURER I IN BUSINESS STUDIES
Based mainly at our Corby Centre, the successful candidate will be expected to offer a wide range of business subjects, initially the work will involve servicing the requirements of other departments, but some work on BTEC National and General level courses in Business Studies will be required.
LECTURER IN IN CARPENTRY AND JOINERY
Required to teach Carpentry and Joinery Technology and Practical up to City and Guilds 385 Advanced Craft Certificate level. An ability to contribute to the BTEC Certificate and Diploma in Building Studies would be an advantage.
Salary on the scale: Lecturer II £7,215 – £11,568.
Lecturer I £5,649 – £9,735.
Point of entry determined by experience and qualifications.

Further details and an application form are available from the Principal, Tresham College, St Mary's Road, Kettering, Northamptonshire. Tel: Kettering 83333. (52374) 220026

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
NORTH TYNESIDE COLLEGE OF FURTHER EDUCATION
Embleton Avenue, Willington Square, Wallsend, Tyne and Wear NE28 9NU.
Principal: M. J. W. H. Brown, B.Sc., P.O.L.B., M.E.D., M.I.T.G., A.M.B.I.M.
Required for 1st September 1984:

LECTURER I IN PSYCHOLOGY to teach up to 'A' level. Candidate should be a qualified trained Psychology graduate with teaching experience preferably in Psychology.
Application forms and further details are available on receipt of s.a.e. from the Principal to whom they should be returned within two weeks of the appearance of this advertisement. (52219) 220026

OXFORDSHIRE
COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
Oxpens Road, Oxford OX1 1SA
Required from 1st May 1984:
LECTURER I IN CATERING SUBJECTS
To teach craft and ancillary subjects to students studying for 706, 705 and 707 qualifications, as well as the BTEC National Certificate and Diploma Courses. Three temporary posts are available from 1st September 1984 to 31st August 1985, due to secondment.
1. LECTURER I in PHYSICS (Temporary)
To teach Physics and related subjects up to GCE A-Level and BTEC level 'V'.
2. LECTURER I in BUSINESS STUDIES (Temporary)
To teach secretarial/shorthand/keeping to GCE, BTEC and secretarial courses.
3. LECTURER I in SOCIAL SCIENCE (Temporary)
To teach Sociology and Economics at GCE 'O' and 'A' level to a range of full-time and part-time students.
Salary: Lecturer I £5,649 - £9,735.
Further particulars and application forms available from the Principal to whom completed application forms should be returned within 14 days of the appearance of this advertisement (SAE please). (39840) 220026

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
BOOTLE TECHNICAL COLLEGE OF ART AND TECHNOLOGY
LECTURER II - TYPEWRITING
required for September.
Person appointed will become member of small team consisting of 6 teaching staff and 2 technicians. Courses offered include G.C.E. 'O' and 'A' levels, BTEC National Diploma and CGLI Certificates. In addition to BTEC Information Processing, TEC Units and 'Apprentice' courses and short special courses for local commerce and industry. Applicants should be conversant with various aspects of computing, including programming (BASIC, COBOL and assembly languages), operating computer design, data processing and computer applications.
Application forms and further details from the Acting Principal, Southport College of Art and Technology, Mornington Road, Southport, Merseyside PR9 0TT (S.A.E. PLEASE).
CLOSING DATE FOR THE RECEIPT OF APPLICATION FORM: 14 days after appearance of advertisement. (39439) 220026

SOMERSET
SOMERSET COLLEGE OF ARTS AND TECHNOLOGY
Taunton

For September 1984:-

i. Department of Humanities and Science. Lecturer Grade I in Chemistry. A graduate qualified teacher for this post to teach 'O' and 'A' level Chemistry, and to take responsibility for chemistry laboratory. Relevant teaching and/or industrial experience is desirable.

ii. Department of Humanities and Science. Lecturer Grade I in Geography and Environmental Science. A graduate qualified teacher to teach G.C.E. courses up to 'A' level in Geography, Environmental Science and related subjects. Relevant teaching and/or other experience is desirable.

iii. Department of General Studies. Senior Lecturer in General and Communication Studies. To be responsible for the General Studies section of this Grade Department which services the whole college. Candidates must hold a recognised teaching qualification and have teaching experience in General Studies. Commercial/industrial experience would be an advantage.

Further particulars and application forms (SAE) available from the Chief Administrative Officer, Somerset College of Arts and Technology, Wellington Road, Taunton TA1 5AX. Closing date: 13th April 1984. (9447)220026

SUTTON
LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
SUTTON COLLEGE OF FURTHER EDUCATION
Nonsuch Site, Carshalton, Surrey SM5 3EJ
Tel: 01-647 6021/7
Required for 1 September 1984:
Lecturer II to teach Computer Studies and Data Processing to BTEC National Diploma.
Salary: £7,215 to £11,568 per annum, plus £645 London Allowance.
Application forms and further particulars from the Principal of the College, to whom completed forms should be returned within fourteen days of the appearance of this advertisement. (52341) 220026

STEVENAGE COLLEGE
Monkswood Way, Stevenage, Herts SG1 1LA

Senior Tutor in District Nursing

Applications are invited from suitably qualified persons for the above appointment.

The salary payable will be within the range £10,215–£12,552 (under review).

Further particulars and application forms are available from the Vice Principal, Stevenage College, Lodge Way, Stevenage, Herts SG2 8DB.

The closing date is 27th April 1984. (9620)

Hertfordshire County Council

CROYDON COLLEGE

Applications are invited from suitably qualified persons for the following post:

Faculty of Business and Social Studies

Lecturer II Business Studies

Temporary one-year posts

Temporary one-year, full-time lecturing posts tenable from September 1984. Candidates should possess business related degree or equivalent professional qualifications, have some lecturing experience, be familiar with BTEC requirements and be able to offer lecturing expertise in the area of Economics and/or quantitative analysis, and/or in the module Business Environment.

The salary for the above temporary one-year full-time posts is in accordance with the current Burnham Further Education Award and is at present:

£7,215 – £11,568
Plus £645 London Weighting Allowance.

Further details and application forms may be obtained from: The Vice-Principal, Croydon College, Fairfield, Croydon CR9 1DX, to whom completed application forms should be returned within fourteen days of the appearance of this advertisement. (9723)

North Yorkshire County Council
NORTH RIDING COLLEGE
Scarborough

The College which is concerned primarily with Primary Education is seeking to make the following appointments from September, 1984:

PRINCIPAL LECTURER (Professional Studies)

PRINCIPAL LECTURER (Educational Studies)

LECTURER/SENIOR LECTURER (Educational Studies)

Salary: Principal Lecturer £18,819–£18,744, Lecturer/Senior Lecturer £7,215–£13,443, depending on experience.

Further particulars and application forms available from:
The Principal (Appointments)
North Riding College
Filey Road, Scarborough YO11 3AZ

Closing date for receipt of application: Friday 20th April. (9656)

HAMPSHIRE
BASINGSTOKE TECHNICAL COLLEGE
Worting Road, Basingstoke.
Telephone: 54141

Applications are invited for the following posts;
Principal Lecturer in Computing
Senior Lecturer in Computing
Lecturer Grade II/Senior Lecturer in Manufacturing Technology
Lecturer Grade II in Electronic Engineering
Lecturer Grade/II in Computer Studies
Lecturer Grade I in Electrical/Electronic Engineering

Salary Scale –
Lecturer I – £5649 – £9735
Lecturer II – £7215 – £11568
Senior Lecturer – £10683 – £13448
Principal Lecturer – £12519 – £15744

Previous applicants will automatically be recognised during the shortlisting process for the above posts which appeared prior to this advertisement.

Application forms available from the Registrar to be returned by 13th April, 1984. (9586)

GLASGOW COLLEGE of TECHNOLOGY

This College is a polytechnic type institution of advanced higher education which may be designated a Scottish Central Institution.

Applications are invited for the following:

LECTURER 'A'
£8,313-£12,228 (BAR) — £13,125

PUBLIC ADMINISTRATION — Applicants should be able to teach Public Administration and ideally offer expertise in comparative public administration or Scottish Local Government. A degree and preferably a higher degree and/or relevant professional qualification is essential. Experience in degree teaching, research and/or relevant professional work an advantage.

Application forms from the Establishments Officer, Glasgow College of Technology, Cowaddens Road, Glasgow G4 0BA (tel: 041-332 7090), to be returned within 14 days of the appearance of this advertisement.

EDWARD NILLER
DIRECTOR OF EDUCATION (9644)

Strathclyde Department of Education

COLLEGES OF FE
continued

STAFFORDSHIRE

EDUCATION COMMITTEE
Applications are invited from men and women with teaching qualifications and suitable experience for the following posts of Lecturer Grade II. The posts are to be filled from 1st September, 1984. (£5,649 - £9,735 per annum) H.M. PRISON Stafford

LECTURER GRADE I IN GENERAL AND REMEDIAL EDUCATION
The person appointed will be expected to offer remedial teaching and general education subjects including Basic Literacy and Numeracy.

WERRINGTON YOUTH CUSTODY CENTRE
Near Stoke-on-Trent
IN ASSOCIATION WITH THE LEEK COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN SOCIAL AND LIFE SKILLS.
(Possibly 2 posts)
The person appointed will be expected to offer Social and Life Skills and Basic Or General Education. And may offer a specialism of Interest to the College.

Application forms and further particulars in respect of the above post may be obtained from Staffordshire County Council Education Department. Further Education Section, County Buildings, Tipping Street, Stafford ST16 2DH. Tel: Stafford 3121, Ext. 6924, to whom applications should be returned by Friday, 13th April, 1984.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (6498?) 220026

SUFFOLK

SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION

LECTURER II IN SOCIAL POLICY AND SOCIAL ADMINISTRATION - Post No. 4.63

To teach Social Policy and Social Administration to a range of courses including Social Work and Advanced Nursing.

Applicants should possess a degree in Social Policy and Social Administration, a relevant professional qualification would be an advantage.

Post to commence as soon as possible, but no later than September 1984.

Salary Scale £7,215 to £11,268.

LECTURER I IN COMPUTER STUDIES - Post No. 5.2

Required as soon as possible to teach on a variety of courses.

Applicants should have a degree or equivalent professional qualification and experience in programming and microcomputer applications. Some teaching experience would be an advantage.

Salary Scale £5,649 to £9,735.

Further details and application forms can be obtained from the Principal, Suffolk College, Rope Walk, Ipswich IP4 1LT, to whom completed forms should be returned within 14 days of this advertisement. Please state reference and quote post number.

Suffolk County Council. (5292?) 220026

WOLVERHAMPTON

METROPOLITAN BOROUGH OF WOLVERHAMPTON

BILSTON COLLEGE OF FURTHER EDUCATION
Westfield Road, Bilston, Wolverhampton (WV 7 3ER

Principal: J. Inch, B.A. (Hons) F.C.S., F.R.C.S.

DEPARTMENT OF BUSINESS & SCIENTIFIC STUDIES

Lecturer I required in Business Studies and Information Processing. Salary basic Lecturer I £5649 - £9735.

Application forms and further particulars can be obtained from the Principal at the above address.

Applications should be returned within 14 days from the appearance of this advertisement.

Wolverhampton is an equal opportunities employer and vacancies are open to both sexes, all races and registered disabled people.

Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (5994?) 220025

SHEFFIELD

THE UNIVERSITY OF SHEFFIELD
TEMPORARY LECTURER IN MODERN LANGUAGES IN THE DIVISION OF EDUCATION
This is a two-year post from 1st September 1984. The successful candidate will be principally involved in the initial training of teachers of French and German.

Candidates should offer both French and German to a high level and have recent substantial secondary school teaching experience in the languages they offer. A further degree in Education and some research ability would be advantageous. Initial salary in the range £7,190 - £12,080 a year. Expected age of candidates up to about 35 years, but older candidates not precluded.

Particulars from the Registrar and Secretary (Staff), The University, Sheffield S10 2TN to whom applications (3 copies) should be sent by 20th April 1984. Quote ref: R61/F. (5995?) 280000

Teach on exchange or go on a course abroad.
See overseas and education courses columns. (5738?) 220026

University Appointments

WARWICKSHIRE

UNIVERSITY OF WARWICK

TEMPORARY LECTURESHIP IN MATHEMATICAL EDUCATION

Applications are invited for the above post in the Department of Science Education. The post has been established as part of the development of a Mathematics Education Research Centre and previous experience of research in any area of mathematics education is desirable. The appointment will be fixed-term (either two years or three years) from 1st September, 1984. A secondment from an existing employer could be considered. Salary on the Lecturer(s) scale: £7,190 - £14,125 p.a.

Further particulars and application forms from the Registrar, University of Warwick, Coventry CV4 7AL quoting Ref. No: 33/SA/84/13. Closing date for receipt of applications 27th April, 1984. (6441?) 280000

OXFORD

OXFORD UNIVERSITY

LANGUAGE TEACHING CENTRE

RUSSIAN LANGUAGE PROJECT

Research assistant Scale 1B (salary £6,310 - £9,975 p.a. with U.S.S.) required for 10 months from October 1984. The project aims to produce materials of post 'O' level standard suitable for private study, for low use by schools, hoping to feed Russian at University and by students in Higher and Further Education.

Applicants should preferably have a degree in Russian and some teaching experience. The post might suit a practising teacher on secondment.

For details please write to the Director, 41 Wellington Square, Oxford OX1 2JF. (3200?) 280000

Fellowships, Studentships and Research Awards

SURREY

NERC STUDENTSHIP
ULTRAMETRIC STUDIES OF POLAR ICE
Mullard Space Science Laboratory (M6SSL)
Department of Physics and Astronomy
University College London
Applications are invited for a 3 year studentship from 1st Oct. 1984 to develop techniques for scientific information data obtained from satellite-borne radar altimeters over polar ice sheets. The research will include analysis of data from satellite and aircraft instruments and forms part of preparations for the European Space Agency's ERS-1 programme which will include altimetric observations of polar ice. First/good second-class honours degree in Physics or Geography required.

Applicants should contact Dr. P. Ripley of MSSL without delay. Tel: 030-679 393. (6463?) 300000

WESTHILL COLLEGE
Weoley Park Road, Selly Oak, Birmingham B29 6LL

An Affiliated College to the University of Birmingham

Principal Lecturer in Special Education (Mental Handicap)

Applications are invited for appointment, with effect from 1st September 1984, to this post which, as Head of the Subject, involves leadership of the team of tutors teaching the main subject Mental Handicap in the BEd Ordinary and Honours degree and other professional work in the training of teachers of mentally handicapped children. Increasing responsibility is also developing for the coverage of special educational needs in post-Warnock terms for all intending teachers. There is also advanced diploma work in special education and other in-service courses.

The successful candidate will have substantial and relevant experience and qualifications.

Temporary Lecturer II in Religious and Theological Studies

To offer Religion and Society in the main subject and professional work in the BEd degree. Relevant teaching experience in Primary schools is sought.

Temporary Lecturer II in English

To offer Language and possibly Literature in the main subject and professional courses in the BEd degree. Relevant teaching experience in Primary schools is sought.

The temporary posts will be for one year in the first instance, from 1st September 1984.

All appointments will be within the appropriate scales on the Burnham F.E. Report (subject to review).

Closing date for applications: 13th April 1984.

Further details of the posts and mode of application may be obtained from the Principal.

(6464)

Colleges of Higher Education

Other Appointments

BEDFORD

BEDFORD COLLEGE OF HIGHER EDUCATION
LECTURER II/SENIOR LECTURER IN THE DEPARTMENT OF EDUCATION
Applications are invited for the above post which will involve teaching responsibilities on initial teacher training and in-service courses, commencing in September 1984.

Recent experience of teaching infants is essential, together with appropriate academic qualifications. Specialist interests in language development and evidence of literature or in expressive/integrated arts would be an advantage.

Further details and application forms available from The Director, Bedford College of Higher Education, Cauldwell Street, Bedford MK41 9EA (0234 45131). Completed application forms should be returned by (April 20). (5934?) 340026

CAMBRIDGESHIRE

CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES
Required from September 1984 for one year to cover maternity leave.
TEMPORARY LECTURER I IN POLITICS
To teach G.C.E. 'A' Level Government and Politics. Candidates should hold an appropriate degree. Previous teaching experience would be an advantage.
TEMPORARY LECTURER I IN LAW
To teach Company and Banking Law to professional level. Business Law and the English Legal System to BTEC National Certificate/Diploma Level. Candidates should hold a Law Degree or Professional Qualification. Previous teaching or professional experience would be an advantage.
Salary Scale for both posts: £5,649 - £9,735 (under review) starting point according to qualifications and experience.

Details and forms to be returned by 25th April, from Head of Department of Management and Business Studies, C.C.A.T., East Road, Cambridge CB1 3PX. Tel: (0223) 352980. (6448?) 340026

DE LA SALLE COLLEGE OF HIGHER EDUCATION

De La Salle College is embarking on a new development in its history and is to become a Catholic College of Higher Education, retaining its affiliation with the University of Manchester and offering its B.A./B.Sc. degrees without any bias towards initial teacher training. The posts listed below are part of the restructuring for the new future. Applicants will be expected to be able to contribute to the distinctive ethos of the new college.

Applications are invited for the following

LECTURESHIPS

HISTORY – to teach modern European History to B.A.Honours level and to contribute to courses for B.A. Ordinary.

RELIGIOUS STUDIES – To teach dogmatic and moral theology in the B.A. Ordinary course and to develop a syllabus for the B.A. Honours course. A good knowledge of the Catholic tradition in theology is required and the ability to contribute to Old Testament introductory courses will be an advantage.

PHYSICAL EDUCATION – to teach B.A./B.Sc. Ordinary courses in the historical and social aspects of Sport and Recreation, and to take responsibility for practical courses in Netball, Hockey, Badminton, Athletics and Dance.

ENVIRONMENTAL SCIENCE – to teach to B.Sc./B.A. Ordinary with emphasis on horticulture and agricultural studies and aspects of environmental pollution. Experience desirable in the teaching and organisation of practical work and field work.

MATHEMATICS – to teach Computer Studies on full time B.Sc. and B.A. courses and part-time courses. An ability to teach Statistics would be an advantage.

All applicants will be expected to show good knowledge of recent research in their fields. In the case of History and Religious Studies appointments, the possession or near completion of a Higher Degree is essential.

Further detailed information and application forms may be obtained by writing to: The Principal, De La Salle College of Higher Education, Hopwood Hall, Middleton, Manchester M24 3XH.

(6447)

UNIVERSITY OF EAST ANGLIA
Norwich
SCHOOL OF EDUCATION
Applications are invited for the following posts:

LECTURER/ SENIOR LECTURER
(Applied Research in Education)

This vacancy in the Centre for Applied Research in the School of Education arises from the appointment of Barry MacDonald to the Chair in Education and the Directorship of CARE. Applicants should have a strong background in applied research or the equivalent.

In filling this post consideration may be given to applications for two half-time appointments, submitted individually or jointly.

LECTURER

Applicants for this post in the School of Education should have qualifications and experience relevant to children's special needs in the middle years of schooling.

Salary on the scales (under review) £7,190–£14,125 pa (Lecturer) or £13,515–£16,925 pa (Senior Lecturer) plus USS benefits.

Applications (three copies) indicating clearly which post is being applied for and giving full particulars of age, qualifications and experience, together with the names and addresses of three persons to whom reference may be made, should be lodged with the Establishment Officer, University of East Anglia, Norwich NR4 7TJ. (Tel 0603 56161, Ext. 2126) from whom further particulars may be obtained, not later than 16th April, 1984. No forms of application are issued.

(6667)

COLCHESTER INSTITUTE
Required as soon as possible:

Post 1

HEAD OF SCHOOL OF ELECTRICAL ENGINEERING

This vacancy results from the retirement of the previous Head. The work of the School covers a wide range of courses at Higher Technician, Technician and Craft levels, with an emphasis upon light current electronics.

Post 2

HEAD OF SCHOOL OF SYSTEMS AND ENVIRONMENTAL ENGINEERING

This post results from the formation of this new School within the Faculty of Technology, aimed at the development of course provision spanning traditional disciplinary boundaries to accommodate to the changing philosophy and practice of modern industry.

Post 3

HEAD OF SECRETARIAL STUDIES AND OFFICE TECHNOLOGY

To lead a team of nearly 20 full-time Lecturers in developing new skills in this field. Teaching is provided for a wide variety of clerical and secretarial courses as well as in keyboard skills for other applications.

Candidates must be well qualified with relevant industrial/commercial and teaching experience.

Salary, in each case, Principal Lecturer £12,619–£13,938 (bar) - £15,744 per annum.

Further details and application forms from the Director, Colchester Institute, Sheepen Road, Colchester, CO3 3LL (telephone 0206 570271, ext. 96), to be returned by 16th April, 1984.

(6504)

ESSEX County Council

COLLEGES OF HIGHER EDUCATION
continued

CAMBRIDGESHIRE

COLLEGE OF ARTS AND TECHNOLOGY
LECTURER II IN MECHANICAL PRODUCTION ENGINEERING
Required from September 1984 to teach mechanical and/or production engineering subjects on BTEC National and Higher National Certificate/Diploma Courses. Preference/Diploma Courses. Preference given to candidates with an appropriate degree or equivalent qualification. CAD/CAM and/or computing experience would be an advantage.

Salary on scale £7,915 - £11,558 (under review) starting point according to qualifications and experience.

Details and forms to be returned by 2nd May, from Head of Department of Engineering, C.C.A.T., East Road, Cambridge CB1 3PX. Tel: (0223) 352973. (6449?) 340026

HERTFORDSHIRE

COUNTY COUNCIL

HERTFORDSHIRE COUNTY COUNCIL HIGHER EDUCATION

(1) LECTURERS II IN PRIMARY EDUCATION (3 POSTS)

Well qualified teachers/lecturers with recent substantial experience in primary schools are invited to apply for a post in the Education Department. The successful candidate will be expected to teach a range of courses mainly with the initial and in-service training of primary school teachers.

1. Lecturer in Education (junior age range).

2. Lecturer in Education (Early Years). The successful candidate will be expected to make a major contribution to courses in Language and Reading.

3. Lecturer in Education (Early Years), with an interest in the Infant School Curriculum.

(2) LECTURER II IN MATHEMATICAL EDUCATION.

Recent Infant school experience desirable.

Further particulars may be obtained from the Principal, Hertfordshire College of Higher Education, Wall Hall, Aldenham, Watford WD2 8AT, by telephoning Radlett 95111, ext. 32. Closing date: 13th April 1984. (6341?) 340026

Community Education Service

WARDEN

Rayleigh Adult Education and Youth Centre

Applications are invited for the post of Warden at this Centre, which is the focus of Community Education in Rayleigh. The Centre provides for 1,800 adult students and 800 youth members and has an excellent local reputation. The Centre is based in purpose built premises within the campus of a comprehensive school and also enjoys the use of school facilities for evening classes.

Applicants should have relevant qualifications with previous experience in Adult Education and/or Youth Work.

Salary: Burnham F.E. Head of Department II £11,970–£13,494

Application forms and job descriptions are available from the County Education Officer, Community Education Services, Threadneedle House, Market Road, Chelmsford. Telephone: Chelmsford 267222, Ext.2862.

The closing date for applications is: Thursday 19th April, 1984. (6703)

ESSEX County Council

KNUSTON HALL RESIDENTIAL COLLEGE FOR ADULT EDUCATION

ASSISTANT TO THE PRINCIPAL

Re-advertisement—previous applicants need not apply.

Applications are invited from persons with appropriate qualifications and successful experience in the field of adult education for the post of Assistant to the Principal which falls vacant on 1 May 1984.

Salary: £10,287.

Application forms and further details are available from the County Education Officer, Further and Higher Education Branch (CRD/KH) Education Department, Northampton House, Northampton, NN1 2HX (SAE please) to whom they should be returned by Friday, 27th April 1984.

(6711)

Northamptonshire Education

LANCASTER

ST. MARTIN'S COLLEGE OF HIGHER EDUCATION

LECTURER IN PRIMARY MATHEMATICS/PROFESSIONAL STUDIES

Applications are invited for the post of Lecturer II/Senior Lecturer in Primary Mathematics and professional Studies commencing 1st September, 1984. The person appointed will be expected to contribute to initial and in-service courses, and in particular the Early and Middle Years Professional Studies courses.

Further details and application forms may be obtained from the Principal, St. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned by 20th April. (5994?) 340026

Adult Education

LEICESTERSHIRE

NATIONAL INSTITUTE OF ADULT CONTINUING EDUCATION (ENGLAND AND WALES)

ASSOCIATE DIRECTOR: ADULT CONTINUING EDUCATION DEVELOPMENT UNIT

PRINCIPAL OFFICER RANGE: £14,987 - £16,785

The Institute invites applications for the post of Director or head of the recently designated Adult Continuing Education Development Unit. The person appointed will be Associate Director status, will be a member of the Institute's professional management team and will have particular responsibility for the development of the Institute for all the functions of the new Unit.

The post is based at the Institute's headquarters in Leicester and the successful applicant will take up the duties as soon as possible.

Further particulars from the Director, NIACE, 19B De Montfort Street, Leicester LE1 7GE: closing date for applications (no special application form): (letters) 16th April 1984. (3282?) 380000

KENT

SWANLEY TECHNICAL COLLEGE
Required in September, 1984 for the Diploma in Hairdressing:

Lecturer Grade I

Applications are invited from men and women with teaching qualifications and suitable experience for the post of Lecturer Grade I. The post to be filled from September, 1984 or earlier if possible. Salary: Burnham Further Education Lecturer Grade I scale £5,649 - £9,735.

Application form and further particulars (enclose S.A.E.) obtainable from the Principal Education Officer (Ref T4), Springfield, Maidstone, Kent ME14 2LJ, to whom completed forms should be returned by 9th April 1984. (3292?) 380000

Youth and Community Service

BRISTOL

DIOCESE OF BRISTOL YOUTH OFFICER
Required in September. Diocesan Youth Officer based in Bristol. Responsible to Christian Lay-person able to train leaders and to advise parishes on all aspects of work with young people. Diocesan Assistant Staff scale £5,600 to £6,800 p.a. entry point according to age, qualifications and experience - plus housing or housing allowance of £2,000 p.a.

Details from Diocesan Director of Education, 'Great George Street, Bristol BS1 5QZ. Applications by 13th April. (3956?) 440000

DUDLEY

METROPOLITAN BOROUGH

COMMUNITY CENTRE WARDEN

£6646 - £10830 - experience of person with ability to get on with people of all ages. Responsible for Brockmoor and Quarry Bank Community Centre. The successful applicant will become a member of a team of full and part time youth workers and wardens undertaking the development of community spirit and activities and centre administration. Opportunities for in-service training. Casual user car allowance payable.

Application forms/details from Director of Education (Youth and Community Service), (Toolscap SAE), 2, St. James's Road, Dudley to return by 13th April. (5444?) 440000

ESSEX

COMMUNITY EDUCATION SERVICES
WARDEN
Applications are invited for the post of Warden at Rayleigh Adult Education and Youth Centre.

For further details please see adverisement under Adult Education. (5204?) 440000

HARROW

HARROW EDUCATION YOUTH AND COMMUNITY WORKER

JNC Scale 2 or Range 3 (Scale 2 £6,048 - £7,710 Range 3 £7,944 - £8,370 plus £648 London Weighting). (Starting salary in accordance with qualifications, experience and range of duties)

To join a well established team within the Authority's Youth and Community Service, as soon as possible.

The post would be of particular interest to a person with initiative, and liking for hard work and an interest in developing the Arts throughout the Borough's Youth and Community Service. Some experience of Junior Club work and the training of Junior Club Workers would be an advantage.

For an informal discussion about this job applicants should telephone Mr. M. Pickles on 01-863 5611, Ext. 2388.

Application forms and further details from Assistant Controller of Education Service (Admin.) London Borough of Harrow P.O. Box 58 Civic Centre, Station Road, Harrow, Middlesex HA1 2UW. Tel: 01-863 5611, Ext. 2307/8 quoting reference TES/5547.

Application forms should be returned within 14 days.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (5990?) 440000

LANCASHIRE

COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

RYNDBURN/PENDLE VALLEY YOUTH SERVICE

Required as soon as possible:-

QUALIFIED YOUTH WORKER

JNC Range 3 (Points 1 - 5).

To work with Asian Groups in the Accrington Area.

Forms/Further details from/to the District Education Officer, Ewland House, Accrington. (SAE please).

Closing date: 13th April, 1984. (5953?) 440000

KENT

COMMUNITY SERVICE VOLUNTEERS
Kent

This job initiative with Kent County Council is funded by the DHSS to reduce the number of young people entering custodial or local authority care after committing offences

THREE INTERMEDIATE TREATMENT PROJECTS:

SWALE I T PROJECT: Sittingbourne.

Teaching, social or youth work background desirable.

Salary: £7,191 p.a.

Details & application forms from Martin Cooper (Area Manager), Brian Wintle-Smith or Mike Bourke-Dowling. Tel: Sittingbourne 75353.

PROGRAMME CO-ORDINATOR

INTENSIVE INTERMEDIATE TREATMENT PROJECT: Dover

A Person is needed to work with the Divisional Youth & Community Service Officer and Officers to co-ordinate a comprehensive programme of activities for the young people on this project.

Previous experience working with young people is essential.

Salary: £7,191 p.a.

Details and application forms from Mr. M. Atkin, Social Services Department, Health Centre, Maison Dieu Road, Dover, Kent. Tel: Dover 303525.

The closing date for applications for both these posts is 13th April. (5996?) 440000

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The closing date for applications for both these posts is 13th April. (5996?) 440000

NORTHUMBERLAND

CRAMLINGTON COUNTY HIGH
Highburn, Cramlington
FULL TIME YOUTH LEADER required from 1.9.84. Will have responsibilities through Deputy Head (Community) and Community Tutor for maintenance and development of Youth Work in catchment area of school (JNC Scale 2).

COQUET COUNTY HIGH
Acklington Road, Amble
Morpeth NE65 0ND
(Group 10, 13 - 18 Comprehensive, 811 pupils inc. 72 in 6th Form)
Required from Sept. 1984
COMMUNITY TUTOR (scale 2). Qualified teacher committed to community work to assist Deputy Head (Community) to organise and develop activities related to Adult Association, Youth Association, unemployed and the shared use of facilities. Removal expenses/lodging allowance may be payable. (In interest of economy unsuccessful applicants will receive no further notification unless they have not heard by 25.3.84 when you may assume you have been unsuccessful).

Application forms for both posts (foolscap SAE), returnable 13.4.84, from Head at relevant school. (5282?) 440000

The closing date for applications for both these posts is 13th April. (5996?) 440000

LONDON

Inner London Education Authority
YOUTH WORKERS
JNC Salaries and conditions.
Salary scales including London Allowance.
Scale 3L: £8,472 - £9,408
Unqualified: £6,649 - £6,970
Appointments will be to the service of the Authority with secondment for post 2.

Assistance may be given towards household removal expenses.

Closing date for both posts 13 April, 1984.

1. BASEMENT YOUTH PROJECT
237 Earls Court Road, London SW5

Detached Youth Worker required to complete a team of full and part-time detached youth workers.

The Project works with transient and isolated young people in the Southern part of Kensington and Chelsea. The main focus of the work will be to establish contact with young people and give practical advice on Welfare Rights (Accommodation and Unemployment), as well as offering long/short term support. Experience in detached work and the ability to work in a team is essential.

For further information and arrangements to visit (at candidates own expense), Tel: Ms Sheila Haugh (Senior Worker) on 01-373 6357 or Martin Gibrill (Youth Officer) on 01-727 1383.

Details and forms from Kensington and Chelsea Youth Office, 11 Westbourne Grove, London W2 4UQ. (Stamped addressed foolscap envelope).

2. CHESTNUT LODGE
Detached Youth Worker required who is hard working and imaginative to be appointed as an outreach/club based worker.

This is an exciting new post for swelopment in this 15 plus age group. The workers remit will include both day and evening provision as well as an outreach remit for the development of the young women work and other specific areas which may be identified. The Lodge has established a curriculum development programme based on good social education.

For further information please contact the Senior Worker, Mrs B. Christmas, on 671 5346.

Details and forms from Lambeth Youth Office, 1 Brixton Road, SW9 6DE (stamped addressed foolscap envelope).

ILEA is an equal opportunities employer. (5994?) 440000

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ILEA is an equal opportunities employer. (5994?) 440000

TRAFFORD

METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
Applications are invited from suitably qualified and experienced persons for the full time post of

YOUTH WORKER
At Altrincham Youth Centre

Salary J.N.C. Scale 1 £5,649 - £7,035.

The post is for the second Worker in a team of two.

For further details please send a stamped addressed foolscap envelope to the Chief Education Officer, Town Hall, Sale, Cheshire M33 1ZF, to whom completed application forms should be returned not later than 13th April, 1984. (Tel: 061-973 0223, Ext. 2491). (5205?) 440000

VICTORIA COMMUNITY CENTRE

REQUIRE

FULL TIME YOUTH WORKER

to complete their team. The club has a mixed membership but applicants should preferably be skilled in working with Jewish girls. Terms and Conditions apply.

Application forms may be obtained from the Executive Director on 802 1141 during normal office hours or by letter to Victoria Community Centre, Egerton Road, London N16 6UB. (5241?) 440000

ST BENEDICTS COMMUNITY HOME WITH EDUCATION, WOKEFIELD PARK, MORTIMER, READING, BERKSHIRE.

St Benedicts provide a positive residential care and educational experience for up to 48 young men, from the London area, who have considerable behaviour, family and delinquency problems. We are particularly interested in candidates who are keen to promote the diverse aspects of living within a multi-racial society. We offer:

A stimulating and creative working environment.
A participative style of work and management.
A location close to Reading and the M4.

Teacher

Ref: K/688

Burnham 1 (or Burnham 2), plus enhancement for extraneous duties £1,086 plus community homes allowance £1,058.

Are you interested in the art and craft of residential care?
Can you visualise the task?
Draw attention to your skills!

Due to the promotion to Deputy Principal in another setting, we are seeking a Teacher of Art and Craft to work in an attractive Department offering 2 and 3 dimensional and printing facilities.

Residential Social Worker Post

Ref: K/615

Salary – £7696–£8712 per annum (£9363 Qualified)

How do you relate to adolescence?
Can you teach social skills?

We are seeking someone with considerable natural ability to work with adolescents and their families, and who is already experienced within the Child Care Field. Social work training would be a considerable asset.

Visits are welcome. For further information please contact either Kent Hunter (Principal) or Kevin Murphy or Ray Soyer (Deputy Principal) on 0734 332391.

Application forms and job descriptions from the Personnel Division Room 1 Brent Town Hall Annexe, Kings Drive, Wembley, Middlesex HA9 8BR returnable by 20 April, 1984 telephone 01 903 0371 (24 hour Ansafone service) Reference numbers must be quoted. (6582)

London Borough of BRENT
Brent is an Equal Opportunity Employer. Job sharers welcome.

HUMBERSIDE COUNTY COUNCIL
Education Department
YOUTH SERVICE

ASSISTANT YOUTH WORKER

Required at Scunthorpe Youth Centre, Scunthorpe. The appointment will be subject to the NJC Conditions of Service on JNC Scale 2 or Trainee Scale.

ASSISTANT YOUTH WORKER

Required at Riddings Youth Centre, Scunthorpe. The appointment will be subject to the NJC Conditions of Service on JNC Scale 2.

Applications for the above posts are invited from candidates who are able to demonstrate that they possess the range of experience and skills necessary for these challenging full-time appointments.

The authority's conditions will apply in respect of payment of removal expenses, disturbance and allowances.

Application forms and further details are available from:

J. Bower, MA
Director of Education
(Youth Service)
County Hall, Beverley HU17 9BA

Previous applicants will be considered. Closing date for applications 13th April, 1984.

All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their DRO will be guaranteed an interview.

(6793)

School Mistress

Bahrain c£13,500 (currently tax free)

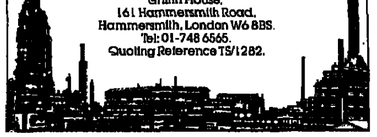
- ☐ Free furnished accommodation and utilities
- ☐ Excellent recreational facilities
- ☐ Free medical attention
- ☐ Paid home leave

A fully qualified teacher having a minimum of UK Teaching Certificate or higher qualification is required at the Awali School from November 1984 to teach general subjects to infant level pupils aged between 4 and 7 years. All candidates must be inclined towards formal teaching methods in general subjects. Ability to play the piano would be an advantage.

Awali School, for children of the staff of The Bahrain Petroleum Company, has an enrolment of around 200 and is pleasantly situated in well appointed premises. Awali is the Company township in Bahrain and provides homes, community services and recreational facilities for employees and their families.

Contracts are for one year renewable by mutual agreement and application forms, which should be completed and returned at the earliest opportunity, can be obtained from:—

Personnel Relations Department,
Callex (UK) Limited,
Griffin House,
161 Hammersmith Road,
Hammersmith, London W6 8BS.
Tel: 01-748 6555.
Quoting Reference TS/1282.



COMMERCIAL AND BUSINESS STUDIES TEACHER

Saudi Arabia up to £17,000

Aramco, the world's largest oil and gas producing company, attaches great importance to its training programmes.

The requirement now is for a female teacher to cover commercial subjects such as typing and shorthand, bookkeeping, office studies, etc. A degree, Certificate of Education or equivalent is required, plus four years' teaching experience.

This unaccompanied appointment offers an open-ended contract, including the usual tax advantages together with other benefits. Only single status applicants will be considered.

Please send detailed cv, quoting ref: CBST/126, to: Webb Whitley Associates Limited, International Recruitment Consultants, 45 Kensington High Street, London W8 5BD.

ARAMCO | WA Webb Whitley Associates Ltd.

partners in progress

THE GRANGE SCHOOL,
SANTIAGO, CHILE

required for Sept. 1984 or Jan. 1985

DEPUTY HEAD

Burnham Group 14 + 10%; 3 year contract, renewable; fares paid; accommodation provided; medical scheme similar to U.K.; superannuation employer's contribution.

Responsibilities to include Curriculum Development and Co-ordination; Timetable; Examinations; Pastoral Care of Senior School (15–18).

The Grange is a co-educational day school and a founder member of the Association of British Schools in Chile.

Apply by letter, with curriculum vitae and names of two referees, to: Mr. N. T. Burbridge (Headmaster); Flat 4, 40 Kensington Gardens Square, London W2, from whom further information is available. Please enclose s.a.e.

Closing date: two weeks after appearance of this advertisement. (9683)

Overseas Appointments

BRUNEI

THE INTERNATIONAL SCHOOL

Required for Sept. 1984, a TEACHING COUPLE, to cover between them Infants and Upper Juniors, with Science to Common Entrance.

Possibility of senior post for one.

Salaries £5 - 10,000 tax free. 2 year contract, return fares, rent-free house. Other benefits.

Contact urgently, Miss. T. Atkins, Gabbitas-Thring Services, 5, 7 & 8 Sackville Street, London W1X 2BR. (01-734 0161. (52349) 460000

CANARY ISLANDS

Required September: Science and P.E. teacher for middle school.

Curriculum vitae and photo to Centerbury School, Jaun XXIII, 44 Las Palmas, Canary Islands. (59348) 460000

BAHAMAS

ST. ANDREW'S SCHOOL
Nassau, Bahamas

An independent, all-age, co-educational and interdenominational school catering to a Bahamian and international student body

Teachers required for September 1984 in the Upper School (forms I-V and Grade 12) 300 on roll, average class size: 25.

Post 1. Assistant Teacher of Remedial English (form I-V) with ability to teach History and preferably General R.E. to senior students (not exam level).

Post 2. Assistant Teacher of Spanish to 'O' level with ability to teach English to form 1 students.

Candidate must have a degree and a minimum of four years recent relevant experience.

Further details and application forms are available (if a stamped addressed envelope is sent to Mr. Thomas Clowe, St. Andrew's School, Eastbourne, Meads, Eastbourne, East Sussex BN20 7RP. (59291) 460000

The Centre for British Teachers Limited

TEACH ENGLISH IN MOROCCO

The Centre is now recruiting qualified graduate teachers to teach English in Lycees in Morocco. The Centre project in Morocco started in September last year when 80 teachers attended a two-week Orientation Course in Fes or Marrakech before going to their postings in large or small towns throughout Morocco.

PROFESSIONAL AND WELFARE SUPPORT
The Centre provides an extensive back-up service including:
* full briefings in Britain
* two week Orientation Course in Morocco
* in-service conferences and seminars
* a full-time Welfare Officer available to give advice to teachers and their families
* assistance with resettlement at the end of the contract period.

FINANCIAL BENEFITS
* two year contracts starting on 1 September 1984
* salaries net of tax giving a reasonable standard of living in Morocco and allowing teachers to save
* marriage and child allowances
* a tax-free installation grant
* return fares and baggage allowance

QUALIFICATIONS
Applicants should have:
* a degree
* a Postgraduate Certificate in Education
* a good knowledge of French or Spanish (although only a few postings will be in Spanish speaking areas)
* MOST IMPORTANT though are qualities of self-sufficiency, adaptability, and a sense of humour.

For further information and application form contact:
The Centre for British Teachers Ltd. (T5)
Quality House, Quality Court,
Chancery Lane, London WC2A 1HP.
Tel: 01-242 2982
(9643)

Sultanate of Oman ENGLISH LANGUAGE TEACHER

The Royal Guard Brigade in the Sultanate of Oman require to appoint an English Language Teacher. The candidate should be male (single preferred), British born and educated, and aged between 25 and 50. The candidate must be a graduate teacher with at least three years' experience of teaching English as a foreign language, preferably in the Arab world. TEFL qualification desirable.

Duties
The successful candidate, who will be responsible to the Senior Tutor, will be required to teach English to a class of 8 students from beginners to FCE level. Facilities include fully equipped classroom with language laboratory and video equipment.

Conditions
Fully-furnished two-bedroomed flat with free electricity and water. Free car with servicing and petrol. 60 days annual leave to be taken in July and August. Air fares on appointment and for leave periods are free of charge to the applicant between Oman and place of residence. Free medical facilities available.

Salary
Between Rials Omani 440 and 620 per month according to experience and qualifications. 20% gratuity after two years' service. The initial contract (mutually renewable) will be for a two year period.

Applications should be made in writing, with full CV, to the address shown below. Interviews will be held in London at the beginning of July 1984, and the successful candidate will be required to commence his duties on the 1st September 1984.

Department MPP/46 Charles Kendall and Partners Ltd., 7 Albert Court, Prince Consort Road London SW7 2BJ. (9578)

You'll learn as much as you teach in the Third World.

Teachers of Maths, Science, English Language, Secretarial Skills & Business Subjects and specialist teachers of the handicapped are urgently needed to work in secondary schools. Requests have been received from many developing countries, including Bhutan, the Caribbean, Nigeria, Papua New Guinea and Zimbabwe. Other posts are available in teacher-training and higher education.

As a VSO volunteer you'll find the work demanding and your values will be challenged. But you will play a part in helping a community develop.

Candidates should be aged between 20 and 65, without dependants and prepared to work overseas for two years on a small allowance based on local rates of pay.

For full information, complete the coupon below.

I am interested in volunteering. Please send me details.

My qualifications/experience are:.....

.....

.....

Name.....

Address.....

..... (TEB/E/4)

To: Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW (SAE appreciated). Charity No 313757

VSO is working overseas

KUWAIT
The English School – Fahaheel

Headmistress: Miss Susan Williams MBE

This established independent school for 350 pupils, mainly British and aged 4–11 years, requires well qualified and experienced PRIMARY TRAINED TEACHERS for September 1984 as follows:

(a) TEACHER FOR MUSIC

to teach throughout the school and able to teach the recorder, organise the choir and arrange concerts and other exciting productions.

(b) TEACHER FOR TOP JUNIORS

with an expertise/interest in the teaching of Maths and/or Computer Science. An additional ability in Art would be an advantage.

One year contract available with excellent conditions of service and salary.

For full information, further details, and an application form, please send a foolscap, self-addressed and stamped envelope to: CCL EDUCATION CONSULTANTS (Ref: ESK/K2), 19 Temple Street, Birmingham B2 5BS. Note: Previous applicants automatically reconsidered. (9641)

CCL Education Consultants

WATERFORD KAMHLABA UNITED WORLD COLLEGE OF SOUTHERN AFRICA, SWAZILAND

Required for September 1984 and/or January 1985. Teachers in the following subjects:

(1) Mathematics
(2) Geography with Economics
(3) Chemistry
(4) Physics
(5) Physical Education

Posts 1–4 will involve teaching up to 'O' level and the International Baccalaureate Diploma.

The PE post involves responsibility for teaching the subject from Forms 1 to 4 as well as the organising and supervision of the Games programme. An interest in outdoor pursuits would be an advantage.

Waterford Kamhlaba UWC is a private, co-educational boarding school and is a member of the United World Colleges Movement. Salaries are in the range of £7,344–£11,520 per annum plus 15% cheque. (1 Emalangeni = £0.75p), with a 25% tax free gratuity on completion of a three year contract. Medical Aid cover is provided, as well as accommodation at a nominal rental.

Applications with CV and names of two referees should be forwarded to: The Headmaster, PO Box 52, Waterford, Swaziland.

THE ENGLISH SCHOOL NICOSIA, CYPRUS

A "selective grammar" school of about 770 boys and girls, mainly Cypriot but including some 20 other nationalities. Sixth-Form of over 200, most taking 4 A-levels. Much importance attached to out-of-class activities. The School is an overseas member of the Headmasters Conference.

Applications are invited for the post of **Teacher of ENGLISH LANGUAGE & LITERATURE** for September 1984.

Applicants must be Graduates of a British University, with relevant teaching experience. Ability and willingness to help with out-of-class activities a strong advantage.

THE ENGLISH INSTITUTE NICOSIA, CYPRUS

(associated with the English School)

The Institute has over 2,000 students, primary-age to adult: classes are held in the afternoon and evening, Monday to Friday, October to May. Average class-size, 16.

Applications are invited for the post of **Teacher of ENGLISH AS A FOREIGN LANGUAGE**, to GCE and O-level and Cambridge Proficiency, for September 1984.

Applicants must have a TEFL qualification and a minimum of 3 years' relevant experience. Ability to teach for the RSA TEFL Diploma an advantage.

For all posts, School and Institute, the initial contract is for one year, but extensions are most desirable. Air fare, baggage allowance, medical scheme. Salary tax-free for the first two years. Further details will be sent to short-listed applicants.

Applications, giving detailed curriculum vitae, enclosing recent photograph, and naming two referees (one of whom must be the applicant's present or most recent Head Teacher), and giving a *telephone number*, should be received by the Headmaster, the English School, Nicosia, Cyprus, not later than Thursday, 19th April.

Interview, in London early May, or in Cyprus, is an essential requirement. (9726)

DUBAI THE RASHID SCHOOL

PACES have been instructed to recruit a female British trained graduate for this developing school for September 1984 for the post of

HEAD OF ENGLISH DEPARTMENT

The school will have approximately 100 girls on roll in September and the successful candidate will have between 10 to 15 years teaching experience. Housed in purpose-built accommodation on the outskirts of Dubai the Rashid School has every modern facility. Generous salary in excess of £12,000 per annum, tax free, with high grade free accommodation and one return air ticket each year.

Letters of application (in duplicate) with photographs and names and addresses of two referees should be sent to:

Dept. P, PACES
8B Eccleston Gardens, St Helens

Interviews will be held in London in April. The post is intended for a single status teacher

Closing date 8th April 1984.

PACES registered teachers considered automatically. (9724)

New Tripoli College

Senior School

Chemistry, Physics, English and Mathematics to teach O and A levels.

Qualifications: BSc or equivalent.

Experience: Minimum 3 years.

Salary: 300–400 L.D. per month a.a.e. plus accommodation or housing allowance.

Primary School

Qualifications: Teaching Training certificate.

Experience: Minimum 3 years.

Salary: 250–300 L.D. per month a.a.e.

Interview date will be announced later.

Teachers available by 1st September should apply.

Applications with copies of qualification certificates, testimonials, C.V. with photograph and telephone number to be sent to New Tripoli College, POB 6283, Tripoli, Libya. Interviews to be held in London. (9647)

OVERSEAS continued

CANARY ISLANDS

Colegio Hispano Britanico, Canary Islands requires a Head of Primary Section. Applicants should be experienced Junior/Secondary trained teachers aged 29 to 35, preferably with TEFL, or main English. This challenging position in an expanding school will be vacant from September 1984. Also required a graduate teacher of 'A' level Biology and Chemistry.

Replies to A.R. Dixon, Headmaster, C.H.B., Apartado 828, Arrecife de Lanzarote, Canary Islands. (52421) 460000

GERMANY

Qualified and experienced TEFL-teachers required to work in German Language-School-Organisation, either for short periods or on a permanent basis for EFL-courses in the private and industrial sector.

Knowledge of German would be advantageously.

Application with C.V. and photography to be sent to: Mrs. E. Bastanier, c/o. Euro-Sprachzentrum-Organisation GMBH, Jungfer 20, D-8751 Stockstadt/Main, West-Germany. (59475) 460000

GERMANY

THE FRANKFURT INTERNATIONAL SCHOOL
Has the vacancies listed below for August.

1. Junior, aged 5 - 7; 2. Primary, aged 8 - 11; 3. Middle School Mathematics, aged 12 - 14; 4. Middle School social studies, aged 12 - 14; 5. High School Mathematics, ages 15 - 18; 6. Secondary School computer studies, aged 15 - 18.

The Frankfurt International School is a Kindergarten-Grade 12 school (ages 3 - 18) of 1050 students of 42 different nationalities, serving the International Community of Frankfurt/main. The curriculum blends American and British influences.

Initial contracts will be for 2 years with possibility of prolongation. The salaries are above Burnham. Additional information will be forwarded to short-listed applicants.

Applicants should write, including telephone code and number, to the Headmaster, The Frankfurt International School, E.V. an der Waldlust 5-7, 6370 Oberursel, Federal Republic of Germany. (52136) 460000

GREECE

BRITISH EMBASSY SCHOOL Athens
(APS Co-Educational Preparatory Day School requires:-

1. Maths and Science Specialist to Common Entrance level.
2. General Subjects' Teacher at middle junior level, preferably interested in Maths and Computer studies.

All candidates may be required to take some Games/PE.

Applicants should state subsidiary subjects clearly. Interviews will take place on May 14th, 15th or 16th in London.

Full details, together with contact telephone numbers should be sent by April 14th to: The Principal, BE Embassy (no's British Embassy School, British Embassy, Athens GR-106 75, Greece. (59114) 460000

GREECE

Female E.F.L. teacher required. One year renewable contract. Excellent school. Free board and lodging. Start August.

Enclose CV, two testimonials - telephone number - full length Photo to: Miss Aslinne Ellegala, Spetses-Apoulou 1, Tripolis - Arcadia, Greece. (64443) 460000

ITALY

Dynamic and versatile Primary teacher required for multi-age International School.

Send C.V. to The Director, Villa Geiringer - Primary School, via Ovidio, 49, Trieste 34134, Italy. (59877) 460000

ITALY

ROME
A progressive international day school with English curriculum requires for September 1984, well qualified and committed teachers, preferably with two years' experience. For the following posts: 1. Music/Drama to be taught throughout the entire age range 3 - 18 years; 2. English throughout the secondary school with special responsibility for 'O' and 'A' level courses; 3. Infant or Junior teacher for vertically grouped class; 4. Mathematics throughout the secondary school with special responsibility for 'O' and 'A' level courses. Experience teaching computer studies an advantage. Successful candidates will have a dynamic, modern approach and the ability to involve pupils at all levels.

Applications by express letter giving curriculum vitae. Tel. No. the names, addresses and tel. nos. of three referees to: The Chairman, The New School, via Della Camilluccia 669, 00135 Rome, Italy. Closing date for applications 30th March. Interviews in London beginning of April. (59719) 460000

ITALY

Qualified English teacher wanted urgently to the end of June. Accommodation flights paid, good pay. Knowledge of Italian not vital. Tel. 010-58933 934455 Evenings. (59329) 460000

GREECE

Qualified and experienced E.F.L. teacher, up to Cambridge First Certificate and Proficiency levels, required at private school in Athens. Minimum two year contract.

Applications to: The Mavrouaski School, 38 Micras Asias, Halandri, Athens, Greece. (52019) 460000

GREECE

Qualified English Teachers (E.F.L. qualifications preferable) for language school in Athens, Greece.

Send application, C.V., Copies of degrees, recent photo and telephone number in UK to V. Pagoulatou, Vlachou S.A., 13, MacMillan Street, Gr. 11141 Athens, Greece. (59347) 460000

GREECE

Athens
Teachers of English required from July. Good rates of pay. Accommodation arranged and School. 01-357 4356. (52677) 460000

Posts overseas

THE BRITISH COUNCIL

Kuwait

Assistant Director of Studies British Council Centre of English Studies

Duties: Responsibility for marketing British Council ESG/ESP courses and ELT consultancy services. In-house monitoring of professional standards and in-house RSA teacher-training schemes. Some teaching if required and participation in administration of the DTEO.

Qualifications: Candidates, male or female, should have a degree plus RSA Diploma in TEFL or PGCE (TEFL). MA in Applied Linguistics is desirable. A minimum of 4 years' experience in ELT including teacher training. Some ESG/ESP experience and some ELT management experience preferred. Preferred age range 28–45 years.

Salary: On scale £9,250–£11,250 according to qualifications and experience.

Benefits: Free furnished accommodation, air fares, overseas allowance, superannuation compensation allowance, car grant, settling-in allowance, baggage allowance, approved play-school fees.

Contract: Two years with the British Council, renewable, by mutual agreement, starting 1 September, 1984.

Reference: 84 D 25 T

Lesotho

4 Primary Teachers Maseru English Medium Preparatory School

Duties: To teach children from varied cultural and educational backgrounds aged 6–11 years the full range of primary subjects, including music and art, and to participate in extra-curricular activities.

Qualifications: Candidates must be qualified teachers with at least 3 years' experience at primary level. They should be single or married teaching couples.

Salary: M5,272–M11,172 per annum reviewed annually. Entry point according to qualifications and experience. (£1 = M1.76 approximately.)

Benefits: 15% tax free gratuity for 24 months. 25% tax free gratuity after 36 months' service. Contribution to local medical insurance, passage and baggage entitlement, assistance with school fees in Lesotho, free accommodation with hard furnishings.

Contract: 3 year local contract guaranteed by the British Council, commencing not later than 25 August, 1984.

Closing date for applications: 12 April, 1984.

References: 84 A 36-39 T

Philippines

English Teaching Consultant Asian Development Bank, Metro Manila

Duties: To undertake an analysis of needs and to design courses for Asian bank employees who need to upgrade their report writing abilities from a very basic level, and for European bank employees who need to improve their writing skills at a higher level. To teach these specifically designed courses on a one-to-one basis. To carry out pre- and post-course testing of students and reporting on progress.

Qualifications: Single male candidates preferred, between ages of 30 and 50 years, with MA/MEd in Applied Linguistics/EFL and experience of needs analysis, syllabus design work; experience of teaching English for professionals.

Salary: US $12,600 (for 6 months) tax free.

Benefits: Air fares, baggage allowance, accommodation allowance, medical insurance allowance.

Contract: With the Asian Development Bank for 6 months.

Closing date for applications: 12 April, 1984.

References: 84 A 21 T

Yugoslavia

Lector in English
Post 1: University of Belgrade
Post 2: University of Pristina

Duties: To teach English Language (phonetics, conversation and composition) to undergraduates.

Qualifications: Degree in English, PGCE or RSA Diploma in TEFL and a minimum of 2 years' TEFL experience. Candidates should be single, British nationals.

Salary: Local salary plus £2,792 pa sterling subsidy.

Benefits: Fares, baggage allowance.

Contract: One year renewable local contract guaranteed by the British Council, starting September, 1984.

References: 84 B 57-58 T

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT. (9660)

University of Petroleum and Minerals
DHAHRAN, SAUDI ARABIA
ENGLISH LANGUAGE CENTER

The ELC is responsible for preparing approximately 1000-1400 male students per year for study in all-English-medium technical courses leading to bachelors' degrees in science, engineering and management. The center currently employs some 70 teachers (British, American, Canadian and Australasian) and is expected to expand, the programme is biased towards English for academic purposes, well-equipped language labs, an audio-visual studio and 60 computer assisted instruction terminals form part of the technical equipment available.

We have opportunities for well-qualified, committed and experienced teachers of English as a foreign language as from September 1984. Applicants should be willing to teach in a structured, intensive programme which is continually evolving and they are encouraged to contribute ideas and materials.

QUALIFICATIONS:
1. M.A. in TEFL/TESL or Applied Linguistics.
OR 2. Postgraduate Diploma in TEFL or TESL from a recognised university.
OR 3. Postgraduate Certificate in Education (TEFL/TESL).

EXPERIENCE:
Minimum two years teaching experience in TEFL/TESL overseas.

STARTING SALARY:
Depending on qualifications and experience. Salary is free of Saudi taxes.

ADDITIONAL BENEFITS:
1. Rent-free, air-conditioned furnished accommodation. All utilities provided.
2. Gratuity of one month's salary for each year worked, payable on completion of final contract.
3. Two months' paid summer leave each year.
4. Attractive educational assistance grants for school-age dependent children.
5. Transportation allowance.
6. Possibility of selection for university's ongoing summer programme and evening programme with good additional compensation.
7. Outstanding recreational facilities.
8. Free air transportation to and from Dhahran each year.

CONTRACT:
For two years - renewable.

Write for an application form quoting this advertisement and include a complete curriculum vitae (it is vital that you include this information, and only this information, at this stage) to: Dean of Faculty and Personnel Affairs, University of Petroleum and Minerals, Dhahran International Airport, P.O. Box 144, Dhahran, Saudi Arabia.

OVERSEAS
continued

ITALY

INTERNATIONAL SCHOOL OF MILAN
Requires for September 2 teachers of Mathematics to A level, 1 offering computer studies to O level and the other offering Physics to O level with the possibility of some involvement in the A Level Physics programme. A responsibility allowance may be available for a teacher who would lead the small Mathematics Department and expand computer studies in the school.
For further details and an application form please write to: The Surrey Council of International Schools, 16 Lavant Street, Petersfield, Hants. GU32 3EW. (52135) 460000

KENYA

Applications are invited for the following posts at
Grengaries School, Limuru, near Nairobi, Kenya.
For May 1984. Teacher in charge of Biology and Chemistry Teacher of P.E. with Related English and General Subjects.
For September 1984. Head of Mathematics, Head of English, Lower Junior Teacher.
Applications for all posts should include c.v., photograph, telephone number and names and addresses of two referees and be sent to the Headmaster, Grengaries School, P.O. Box 46919, Nairobi, Kenya. (54947) 460000

KUWAIT

AL-NOURI ENGLISH SCHOOL
P.E. TEACHER (SINGLE/FEMALE)
For the
PRIMARY SCHOOL (4 - 12 Years)
Due to unexpected vacancy, applications are invited for the academic year commencing September 1984.
Tax free Salary scale of £6,300 to £9,000 at current exchange rate according to experience and qualifications. Free furnished air-conditioned accommodation, shared with one other single girl. Free gas, electricity and water. Subscription to local sports/social club. Settling in Allowance of £1,000 annually. Annual economy class return air fare to home in the U.K. plus one additional excursion fare to U.K. half way on completion of service.
Apply with Curriculum Vitae, recent photographs and two Testimonials from previous Schools. As soon as possible to: The Headmistress, Al-Nouri English School, P.O. Box 46801, Fahahiel, Kuwait. Arabia. (55365) 460000

MADRID

LinguaSer - a well-established language school, requires E.F.L. teachers with experience and qualifications (preferably R.S.A. Cert. T.E.F.L.), 10 month contract from September. Interviews in London mid June. Teaching duties involve on-site group lessons and individual/semi-group tuition in local companies.
Send full C.V. with a recent photograph to Sheila Needham, 3 Marlwick Terrace, St Leonards, East Sussex TN38 0RE. (53331) 460000

MONTE CARLO

Residential tutor required May to September to teach for 13 plus Common Entrance, primarily Maths and Sciences.
Reply in writing with qualifications and references to Mrs. N. Hope, 13A Abbis Priory, London EC2N 2QE. (53410) 460000

PERU

NEWTON COLLEGE
Lima, Peru
Fully qualified primary and secondary teachers for co-ed British Private School needed (must have passed probationary years).
Scale 3 Heads of Department for English Mathematics and Science on Secondary Department. 3 year contracts as from February 1985. Nursery Salary Scale paid plus 20% Overseas living allowance. Fares paid both ways.
Interviews in G.B. May 1984.
Further details and application forms from: S. Pinna, 78 The Lane, Blackheath, London SE3. (53419) 460000

NETHERLANDS

DUTCH STATE SCHOOL OF TRANSLATION
Maastricht, The Netherlands

From August 1984 The State School of Translation offers a course at tertiary level to a limited number of students who speak English as their mother-tongue.

Requirements:

An equivalent of Dutch HAVO, Atheneum or Gymnasium diploma.

For detailed information apply to Rijksinstituut voor H.B.O. - Opleiding tot Vertaler, Postbus 964, 6200 AZ MAASTRICHT, The Netherlands. Tel: 043 19946.

PORTUGAL

ALGARVE INTERNATIONAL SCHOOL
Required for September 1984.
Teacher for Lower Juniors with training and experience in teaching Music. The school enrolment is 208, ages 5 to 16.
Posts are on a two year contract basis renewable by mutual agreement.
Interviews will be held in London in early May.
Previous applicants need not re-apply.
Apply to the Principal, Algarve International School, Porches, 8400 Lagoa, Algarve, Portugal. (52376) 460000

SPAIN

PHYSICS teacher to A level equivalent required for September. Salary according to qualifications and experience. Minimum 2 years experience. U.S. experience an advantage.
Send C.V. to The American School of Madrid. Apartado 80, Madrid, Spain. (59229) 460000

CHEMISTRY teacher to A level equivalent required for September. Salary according to qualifications and experience. Minimum 2 years experience. U.S. experience an advantage.
Send C.V. to The American School of Madrid. Apartado 80, Madrid, Spain. (59229) 460000

SPAIN

ENGLISH JUNIOR SCHOOL requires three young single infant or junior trained teachers for September 1984. Two with ability to take football, rugger, athletics and one pianist minimum 3 years experience. Interviews London in May.
Please reply with photo and cv to Box number 259 0159, Priory House, St. John's Lane, EC1M 4BX. (53341) 460000

SPAIN

KENSINGTON SCHOOL
Madrid
Invites applications from suitably qualified and experienced teachers interested in the following posts for the year beginning September 1984.
1) Nursery Teacher - knowledge of Spanish essential.
2) 1st year Infants - knowledge of Spanish essential.
3) Junior Teacher - general subjects plus music & games.
4) English Teacher, with E.F.L. qualifications & experience.
5) Head of Secondary Department with E.F.L. qualifications & experience.
Applicants to send full C.V. plus photograph to Head Kensington School, Apdo. Correos 80, Madrid/Spain - Interviews to be held London late April. (52877) 460000

SUDAN

KHARTOUM INTERNATIONAL HIGH SCHOOL
Khartoum, Sudan
(Khartoum School Trust Ltd.)

A newly established, steadily developing coeducational English-medium school, modelled on English private systems (leading to London 'G' level). Hull reported to rise to 130 next term, ages 3 - 17 years. Class size limited to approximately 25 pupils. Future plans include upward extension to 'A' level, downward extension to nursery (Kindergarten) and availability of boarding.

Suitably qualified and experienced staff of either sex, married or single, are required to fill the following vacancies as from 1st August 1984:

1. Deputy Head Master (a) to assist the Head Master in academic and administrative organisation and to collaborate with the Head Master in and the Board of Governors in development and (b) to teach one of the specialised Upper school subjects listed below under Other posts: Preference will be given to those who have had some experience of day or boarding public school or grammar school. Recently retired persons with such background will be considered.

2. Senior Teacher/Teacher, Upper school English Language and Literature.

3. Senior Teacher/Teacher, Upper school Physics with Mathematics.

4. Senior Teacher/Teacher, Upper school Biology.

5. Primary Teacher with sufficient experience to develop the Lower school towards a separate primary school, concurrently with teaching English and General Subjects to the existing lower classes and an envisaged Form 1 Primary to be started next term. T.E.F.L., Art or Music an advantage. Recently retired primary school Heads or Deputy Heads will be considered.

6. Primary Teacher, remedial specialist to take charge of a small class of children) aged 8 - 13 years, with some learning disabilities, sponsored by the School, possibly developing into a separate remedial stream.

For the posts (2), (4), preference will be given to those who can teach one of the following subjects at the Lower school level, in addition to their Upper school: specialisation: Mathematics, Geography, French, Music, Physical Education.

Terms include a local salary with superannuation, overseas gratuity, transport, or mileage allowance, furnished accommodation at nominal rent, paid summer leave, free air tickets, free consultant treatment under subscribing scheme, t.d.a. nursing home.

For further particulars please send a large, stamped, addressed envelope to Secretary, Board of Governors, Khartoum International High School, P.O. Box 291, 29 Priory House, St. John's Lane, EC1M 4BX.

Applications following receipt of further particulars will be sent to applicants in further interviews in London late May/early June. Interviews Khartoum, Sudan, June/July 1984.

SUMMER TEACHING JOBS IN AMERICA - Work on US childrens' summer camps, June to August; sea and under HOLIDAYS AND ACCOMMODATION. (56235) 460000

SWEDEN

T.E.F. IN SWEDEN
THE FOLK UNIVERSITY
(The British Centre)
Teachers are required for English as a Foreign Language to adults from September 1st.
There are two types:
Type 1 - a limited number of posts in Gothenburg, Stockholm and Uppsala to teach ESP, Company and Cambridge courses in addition to general English. Applicants must have a minimum of two years' previous full-time TEFL experience and the full RSA Certificate or equivalent.
Type 2 - the majority of posts are available in smaller towns and are more suited to younger less experienced teachers. The work involves teaching general English to adults with some work in state schools.
All applicants must be British and aged between 22 - 40 and hold qualified teacher status (the U.K. or recognised U.K. TEFL qualification. Fare from U.K. to Sweden paid. Successful applicants will be required to attend a training course in the U.K. in late August.
For further information and application form send a stamped addressed envelope to: Mr. M. Wills (SC. TEFLA), International Language Services, 14 Rollestone Street, Salisbury SP1 1DX. (53545) 460000

SWITZERLAND

A small international school with English and French section, situated near Neuveu, in mountain ski resort is looking for:
A- a teacher preferably experienced with upper juniors and remedial. Overseas experience also desirable.
B- a teacher preferably experienced with upper juniors and remedial. Overseas teaching experience also desirable.
The school has a young and dynamic atmosphere with 50 students of all nationalities of children aged from 4 until 12.
Two years contracts, benefits, medical insurance, income tax, private accommodation and travel paid once a year.
Present salary 21,000 swiss francs net = frank, in cash after all deductions.
Entrance: 30 September 1984.
Letter of application, C.V. a recent photograph and current referees to be forwarded immediately to the headmaster F. Jeger, Ecole "Le Grand-Pré" 1884 Villars - Switzerland. (54464) 460000

TOKYO

Wanted for September 1984, an experienced teacher of English Language and Literature, Grades 7 - 12, including courses I.B. O.L. and A.L.
Applicants please send curriculum vitae, names of three referees immediately by Air Mail to: Headmistress, International School of the Sacred Heart, 3-1 Hiroo 4-chome, Shibuya-Ku, Tokyo 150, Japan. (59523) 460000

TURKEY

Qualified English teachers required from Ankara. Adult students only. Further information on receipt of application.
Send detailed c.v. with two referees and Tel. No. to Two Co-Solitan Association, 57 Adakale Sokak, Ankara, Turkey Tel. (4) 31 77 88. (59043) 460000

ZIMBABWE

SECONDARY TEACHERS
Teachers of GENERAL SCIENCE, MATHEMATICS, AGRICULTURE, BUSINESS STUDIES, WOOD CARPENTRY, METALWORK, and ENGLISH AS A SECOND LANGUAGE are needed to teach secondary school in rural Zimbabwe.
We are looking for experienced teachers who can help develop school curricula and teaching methods towards a practical, relevant education that is relevant for Zimbabwean students. Applicants should be graduates, with professional teaching qualification, in a teaching subject. Ideally they should have a full City and Guilds training.
Work contracts are for two years, and include return airfares to Britain, a salary and allowances sufficient for a single worker without dependants, medical aid and superannuation contributions. Cost of language training and a pre-departure briefing course.
For an application form and details of these and other posts, please send a brief cv and large SAE to CIR Overseas Appointments, Coleman Street, London EC2 5AP. Please quote ref. 3/3/84. (59244) 460000

Administration
Local Education Authority

STAFFORDSHIRE

EDUCATION COMMITTEE
STAFFORDSHIRE
EDUCATIONAL COMPUTING CENTRE
Duty House, Broad Street, Hanley, Stoke on Trent
ADVISORY TEACHERS (3 posts)
Experienced and successful teachers are invited to apply for these three posts designed to strengthen an existing team. Applicants must have a good knowledge of educational computing, microelectronics, and/or information technology. Burnham Scale 3 is payable.
Application forms and further particulars obtainable from and returnable to the Chief Education Officer (Staffing), County Education Offices, Tipping Street, Stafford ST16 3DH (s.a.e.). Closing date 13th April, 1984.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (53803) 460000

HM INSPECTORS OF SCHOOLS

£14,400 – £20,800
(under review)

HM Inspectors of Schools are concerned chiefly with the inspection of primary and secondary schools and of establishments of further and higher education. They may also be required to advise on matters of educational policy and administration and there are opportunities for assisting with curriculum development in most fields. Considerable travel is involved with overnight absences from home.
Vacancies exist in the following specialist fields:

SECONDARY EDUCATION

Social Subjects: This post, based initially in Inverness, is principally concerned with the inspection of secondary schools. Candidates must have a degree with first or second class honours in History or Geography or Economics or Economic History. Candidates must have good and appropriate teaching experience which should preferably include experience of teaching history and modern studies.

FURTHER EDUCATION

Construction: This post, based initially in Edinburgh, is principally concerned with the provision and development of courses in construction and the built environment in colleges of further education and central institutions. Liaison is involved with other bodies active in these fields. Candidates must have a degree with honours or an equivalent qualification in Building, Building Science, a relevant branch of engineering, or a related discipline, as well as good and appropriate teaching and industrial experience. Candidates for each post should preferably be aged between 30 and 45. Starting salary within the quoted range according to qualifications and experience.
Promotion prospects to £23,155 and above.
For further details and an application form (to be returned by 24th April 1984 write to Civil Service Commission, Alanson Link, Basingstoke, Hants, RG21 1JB or telephone Basingstoke (0256) 68561 (answering service operates outside office hours). Please quote ref: G6206.

SCOTTISH EDUCATION DEPARTMENT
The Civil Service is an equal opportunities employer.

LEEDS CITY COUNCIL
DEPARTMENT OF INDUSTRY AND ESTATES
SEACROFT SKILL CENTRE

MANAGER

Scale 5 – £7,896

The person appointed will be required to manage a thirty place Youth Training Scheme Training Workshop, which is sponsored by the department of Industry and Estates, Leeds City Council.
The workshop will provide broad based vocational training in three main areas:-
Clothing Technology
Office Skills
Electronics
The Manager will be responsible for co-ordinating the training programme and for the day to day running of the workshop.
Duties and responsibilities will include:-
1. the preparation of a detailed training plan
2. financial management and control
3. staffing and personnel matters
4. training development for both young people and staff
5. liaison with staff of the Department, the Management Committee and other relevant bodies.
In the first instance the post is for one year.
Previous applicants need not apply.
Application forms and further details can be obtained from Mr T. Dobson, Personnel Section, Department of Industry and Estates, Sebastopol 20, Headrow Buildings, 44 The Headrow, Leeds LS1 8EA or by telephone Leeds 462194. Leeds is an equal opportunity employer.
Closing date: 20 days after publication.

BUCKINGHAMSHIRE COUNTY COUNCIL

CAREERS SERVICE
2 CAREERS OFFICER POSTS:
1 based at Milton Keynes Area Office
1 based at Wycombe Area Office
Salary Scale: Scale 4/5 £6,264 - £8,712
Progression to Scale 5 immediately following satisfactory completion of probationary year. A responsibility per operates at the top of Scale 5.
Applications are invited for the above 2 posts for qualified careers officers and students completing Diploma in Careers Guidance.
The officers appointed will join teams of officers (1 in Milton Keynes and 1 in Wycombe) working in mixed rural/urban areas and dealing with the whole academic range of pupils and students.
Car user allowances. Removal expense allowance is approved cases. Possible assistance with housing.
Application forms and further details may be obtained from Chief Education Officer, Walton Hall, Aylesbury, Bucks. Quoting reference HP80 12A, receipt of a Stamped Addressed Envelope (Please state for which post you are applying or your preference if you are interested in both).
Application forms should be returned not later than 17 days after the appearance of this advertisement. (54473) 460000

BOLTON METROPOLITAN BOROUGH

TRAINING DEVELOPMENT OFFICER

£8,154/£9,060

Bolton Metropolitan Borough has assumed responsibility as a Managing Agency for the Youth Training Scheme for the development, administration and monitoring of a wide range of high quality YTS places. The Managing Agency has been operating since July 1983.
A Training Development Officer is required as soon as possible. The successful applicant will work mainly in the field, as a member of a team, to ensure the development of high quality, integrated twelve month programmes and the regular monitoring of trainee progress. Applicants should be suitably qualified and have first hand experience of YTS in operation. Experience of working with young people of varying abilities and needs and a commitment to the aims and potential of YTS will be essential. This post will be for a period of twelve months initially.
Application forms and further details, which are available from the Personnel Officer, Town Hall, Bolton BL1 1RU (Tel: 22311, Extns. 587 and 6105), should be returned by 11th April, 1984. Trade Union Membership is a condition of service.
An Equal Opportunity Employer.
(9642)

LONDON BOROUGH OF REDBRIDGE
Education Committee

1. ENGLISH ADVISER
2. HUMANITIES ADVISER

(Salary attached to each post: HT Group 8 plus Outer London Weighting)

Applications are invited from candidates with substantial and varied teaching experience for the above two posts, vacant from 1st September 1984. Applicants for post 1 should possess a good honours degree in English and for post 2 a good honours degree in geography, history or a related discipline.
Application forms and further details can be obtained from the Director of Educational Services, Redbridge Education Offices, 255–259 High Road, Ilford, Essex IG1 1NN.
Closing date: 19th April.
(9476)

Ref no: EDU/1328/CO

SENIOR ADVISER

Primary Education, Junior Stage
Salary: Soulbury HT Group 10 (0-4) £16,008-£17,262
Applications are invited from well-qualified candidates with wide and successful experience at senior level in Primary education, particularly with children between the ages 7-11. The post is available as a result of the retirement of the present postholder.
Adviser in Avon have a general area responsibility for a group of schools in addition to their specialist responsibility.
Experience of advisory work with a local Education Authority is highly desirable.
Further details and application form, returnable by 19th April from Director of Personnel (Tel. Bristol 298566 — Answerphone on this number after office hours), PO Box 276, Avon House, The Haymarket, Bristol, BS99 7HE.
Avon is an equal opportunities employer.
Please quote reference number.
Education Department
Avon COUNTY COUNCIL
(9640)

ADMINISTRATION L.E.A. continued

WOLVERHAMPTON BOROUGH COUNCIL
EDUCATION COMMITTEE
Re-advertisement

INSPECTOR/ADVISER
For Infant and nursery education

(Salary Scale: Soulbury Group 8 Headship £13,953 – £15,189)
Applications are invited for the above-mentioned post in the Authority's Inspectorate. The appointment will take effect from September 1 1984.
The successful candidate will have good academic and professional qualifications and wide experience in a variety of situations including the holding of a senior post in a school.
Experience of advisory work though not essential would be an advantage.
All inspectors have a general responsibility for a group of schools in addition to their specialist responsibility.
Application forms and further particulars are available from the Director of Education, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR, to whom completed forms should be returned by 13 April 1984. Previous applicants need not re-apply.
Wolverhampton is an equal opportunities employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy.
(9630)
WOLVERHAMPTON centre of progress

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

Senior Research Officers
(2 posts)
Research Officers
(3 posts)
Assistant Research Officer

Applications are invited for the above appointments on a major new project sponsored by the DES which will carry out the central evaluation of its Lower Attaining Pupils Programme. This programme comprises curriculum development projects in selected LEAs which seek to provide more effective education for lower attaining pupils, especially their last two years of compulsory schooling. The research team will examine the operation and results of the programme in relation to its overall objectives and with reference to particular themes and will maintain close co-operation with those involved in local monitoring and evaluation.
Applicants should possess a good honours degree and experience/skills in one or more of the following: research and evaluation in an educational context; teaching lower attaining pupils at secondary level; curriculum development; school organisation and management; assessment techniques; links between school, FE and training systems and between education, industry and the community. Applicants for the senior posts must have successfully completed at least one substantial research project.
The three Research Officers and one of the Senior Research Officers will be based in Slough. The other Senior Research Officer and the Assistant Research Officer will be based in Sheffield.
The appointments will be for up to three years, starting as soon as possible.
Salary scales:
Senior Research Officer – £10,250–£14,125
Research Officer – £8,080–£10,250
Assistant Research Officer – £6,075–£8,305
All scales are under review and placement on the scales will be according to qualifications and experience.
For application form and further particulars, please apply to the Personnel Office, National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, Berkshire SL1 2DQ. Tel: Slough (0753) 74123.
Closing date for return of completed application forms, no later than Friday, 13th April, 1984.
The Foundation is an Equal Opportunities Employer.
(9618)

Careers Officer

GRANTHAM S5 £7191 - £7896
Required at the Careers Office, 24 London Road, Grantham to undertake the full range of vocational guidance duties. Applicants should be qualified and/or experienced careers officers including those who have recently completed DCG courses. They must hold a full current driving licence and a casual user car allowance and subsistence expenses are payable.
The cost of housing in Lincolnshire is still relatively inexpensive and relocation expenses are reimbursable up to a maximum of £1061 excluding VAT to the successful candidate who is buying and selling a property.
Application forms and further details are available from the County Personnel Officer, County Offices, Lincoln. (Telephone Lincoln (0522) 29931 ext. 182). Please quote ED517.
CLOSING DATE: 10 APRIL 1984.
Lincolnshire County Council

Education Department

COUNTY INSPECTOR

(Soulbury – Burnham HT Group 10)
£16,008 – £17,262 p.a.
Required for September 1984. Applicants should have successful experience at senior management level in schools or Further Education and have developed sufficient expertise to assume special responsibility in connection with the use of computers in education.
Closing date: 13th April, 1984.
Application forms and further details available from County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD. Telephone: 0245 267222, ext. 2626.
(9651)
ESSEX County Council

Education Department

Two General Inspectors of Schools:

1 — With special interest in the education of Gifted and most able children (Ref No: C1073T)
2 — With special interest in Numeracy and Literacy in the Primary School. (Ref No: C1074T)

Applications are invited from suitably qualified and experienced teachers. Successful applicants will work with a team under the leadership of the Chief Inspector and will undertake a major share of the inspectorate's work in the areas outlined above.
Soulbury Conditions of Service —
Salary Scale Headteacher Group 8 (£13,953–£15,189). A car is essential for this post and an essential car user allowance is payable. Financial assistance towards removal and associated expenses is payable in approved cases.
Application forms and Job descriptions available from the Town Clerk, P.O. Box 18, Solihull, West Midlands B91 3QS. Tel: 021 705 6788 Ext 835 or 021 705 6672 (evenings & weekends) 24 hour answerphone, quoting appropriate ref. no. Closing date 12th April 1984.
Metropolitan Borough of Solihull

ASSISTANT DIRECTOR OF EDUCATION (SCHOOLS)

£17,526 – £19,896
Applications are invited from suitably qualified candidates for this senior appointment, commencing in September 1984. Applicants should have appropriate academic qualifications, successful teaching experience and substantial professional administrative experience, preferably with a local education authority.
The person appointed will be responsible to the Director of Education for the co-ordination of all work associated with the management of schools throughout the Authority.
Applications forms and details from the Director of Education, Staffing Section County Hall, Chichester, West Sussex, PO19 1RF. Tel. 777100 Ext. 2308
Closing date 13th April.
(9680)
West Sussex COUNTY COUNCIL

ST ANDREW'S SCHOOL NASSAU, BAHAMAS

An independent, all-age, co-educational and interdenominational school catering to a Bahamian and international student body.
Teachers required for September 1984 in the upper school (Forms I-V and Grade 12) 300 on roll. Average class size: 25

POST 1
ASSISTANT TEACHER OF REMEDIAL ENGLISH
(Forms I-IV)
With ability to teach history and preferably general RE to senior students (not exam level).

POST 2
ASSISTANT TEACHER OF SPANISH TO 'O' LEVEL
With ability to teach English to Form 1 students.
Candidates must have a degree and a minimum of four years recent relevant experience.
Further details and application forms are available if a stamped addressed envelope is sent to: Mr Thomas Cleary, St Andrew's School, Eastbourne Meads, Eastbourne, East Sussex BN22 7RP.

CAREERS OFFICER
(UNEMPLOYMENT SPECIALIST)
Grade Sc5 £7,818–£8,523
Ref: E90

We require a professionally qualified Careers Officer *or a person with extensive and relevant experience in industry and commerce* to join a small team of unemployment specialists (Government funded).

Excellent working relationships have been established with the M.S.C., Job Centres, managing agents and sponsors which has led to some 800 young people currently participating in YTS.

Essential User Car Allowance payable.

Application form from Assistant Chief Executive (Manpower), Civic Centre, Rochester Avenue, Bromley, Kent. Tel: 01-290 0324 (24 hour answering service).

Closing date: 13th April, 1984.

(9688)

London Borough Of **Bromley**

DEPUTY DIRECTOR OF EDUCATIONAL SERVICES

Salary range £19,950-£21,918 p.a. inclusive, *plus lump sum car* allowance of £1887 p.a.

The post will become vacant on the 1st April, 1984 on the retirement of the present holder, Mr. K. A. Birch.

Applicants must be graduates with teaching experience and with experience of education administration at a senior level.

Further details and application form from the Chief Executive and Town Clerk, Town Hall, The Burroughs, Hendon, London NW4 4BG. Applications must be returned by 18th April, 1984.

We welcome applications from registered disabled people.

(9632)

London Borough of Barnet

ADMINISTRATION CONTINUED

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD FOR THE CERTIFICATE OF SECONDARY EDUCATION

ASSISTANT EXAMINATIONS OFFICER

SALARY: NJC Principal Officer Range, Points 36-43: £10,539-£12,738 per annum.
(NJC scales are normally revised annually with effect from 1st July. Any award made on 1st July, 1984 will be automatically applied to the above scale).

The person appointed will form part of a team, each member of which will take responsibility for a group of subjects, servicing the subject panels and overseeing the examination and moderation of the subjects concerned, under Modes 1, 2 and 3. Applicants should have a qualification in mathematics; possess administrative and, preferably, teaching experience; be available to take up duty on 1st September, 1984.

Application forms and further particulars from: The Secretary, The South-East Regional Examinations Board, 2 and 4 Mount Ephraim Road, Royal Tunbridge Wells, Kent TN1 1EU, Tel: Tunbridge Wells 35311, Ext. 65, to whom completed applications should be returned by 27th April, 1984.

(9578)

EAST ANGLIAN EXAMINATIONS BOARD

ASSISTANT SECRETARY

Applications are invited for the post of Assistant Secretary to take effect from 1st September 1984, pending the retirement of one of the present Assistant Secretaries in September 1985. Good academic and professional qualifications and teaching experience in Secondary schools are required. A knowledge of Music would be an advantage.

Salary in the range £12,408–£13,725.

ASSISTANT TO THE SECRETARY

Applications are invited for the new post of full-time Assistant to the Secretary, for the three-year period from 1st September 1984 to 31st August 1987. Good academic and professional qualifications are required and experience of Secondary education is desirable.

Salary £9,945.

Further details and application forms to be returned by Wednesday, 11th April, are available from The Secretary, East Anglian Examination Board, The Lindens, Lexden Road, Colchester, Essex CO3 3RL. Tel: 0206 549595.

(9604)

WESTMINSTER R. C. DIOCESE TRUSTEE

Parish Education Officer

This new post in the Westminster Diocesan Education Service (WDES) is introduced following an independent evaluation of the education needs of the Diocese of Westminster. Each of the 5 Pastoral Area Bishops will lead a multi-disciplinary team. The Parish Education Officer will be one of three officers, working under the Director of WDES, who are responsible for providing services to the area Bishops and their teams.

The Parish Education Officer will be responsible for providing technical support to the Area Bishops and their teams in servicing parish activities, particularly the training of parish catechists and church based youth work. At diocesan level the officer will be responsible for co-ordinating the activities of the five areas under the Director of WDES and in relation to the activities of the other education officers. Suitable candidates will have experience of work as parish catechists or youth work, with a broad knowledge of both fields, a professional qualification and a concern to facilitate this work through clergy and laity at parish level.

Successful candidates will be communicants members of the Roman Catholic Church, lay *priests or religious. The levels or remuneration* will reflect the importance of this post.

This is a re-advertisement and previous applicants need not re-apply.

Further details and application forms (to be returned by Monday 16th April 1984) are available from Monsignor R Brown VG, Archbishop's House, Ambrosden Avenue, London, SW1P 1QJ.

YORKSHIRE AND HUMBERSIDE REGIONAL EXAMINATIONS BOARD

Post of ASSISTANT SECRETARY

(Re-advertisement)

Applications are invited for the above post which has become vacant through retirement. The post will initially be deployed to the Sheffield Office.

Applicants should have good academic qualifications, teaching and/or administrative experience, together with some understanding of CSE and 16+ examinations.

The conditions of service will be those laid down by the National Joint Council for Local Authorities' Professional, Technical and Clerical Services. The salary scale will be NJC, points 38-43, £11,052-£12,738. An essential car user allowance is payable to candidates who hold a current driving licence and own a car.

Appointments may be made in the first instance at Professional Assistant level, on the salary scale NJC, points 34-37, £10,539-£10,761, with promotion to Assistant Secretary after one to two years' satisfactory service.

Intending applicants should write immediately for further details to: **The Secretary, Yorkshire and Humberside Regional Examinations Board, 31-33 Springfield Avenue, Harrogate, North Yorkshire, HG1 2HW,** enclosing a stamped and addressed envelope.

Applications should reach the Board by Wednesday, 18th April, 1984.

EDUCATION OFFICER
Bangor

To liaise with schools, colleges and local authorities; advising BBC educational departments in London and Cardiff on the effectiveness of educational broadcasting; and contributing evidence and ideas for the formulation of future policy.

Applicants must have a good standard of education preferably to degree or degree equivalent level. Wide educational experience, including teaching experience are needed and candidates should have fluency in the Welsh language. All other things being equal preference would be given to candidates with good primary experience.

Salary £9,919 (may be higher if qualification exceptional) to £12,869 (currently under review), plus an allowance of £511 p.a. Relocation expenses considered.

Contact us immediately for application form and further particulars (quote ref: 2284/TES and enclose s.a.e.) BBC Appointments, London W1A 1AA. Tel. 01-927 5799.

We are an Equal Opportunities employer

BBC

THE GENERAL SYNOD OF THE CHURCH OF ENGLAND BOARD OF EDUCATION AND THE NATIONAL SOCIETY FOR PROMOTING RELIGIOUS EDUCATION

wish to appoint jointly

A General Secretary

upon the appointment of the present holder, Canon Robert Waddington, as Dean of Manchester.

The task of the Board of Education is to promote and supervise on behalf of the General Synod the general educational work of the Church both in the parishes and within the national education system at all levels. The National Society works in close association with the Board, but has its own team of staff, some of whom are shared with the Board, under the same General Secretary.

Applications are invited from communicant members of the Church of England, lay or ordained. The successful candidate will have knowledge of a wide range of educational activity, be accustomed to assist in the formulation and presentation of policy and be able to motivate and manage the two staff teams.

Further details and application form available from: Miss Anne E. Holt, Personnel Officer, Church House, Dean's Yard, London SW1P 3NZ Tel: 01-222 9011, Ext. 351

Short listed candidates will be interviewed in London on 22nd June, 1984.

Closing date for receipt of applications: 8th May, 1984.

The National Trust will require an

Administrator

for Chedworth Roman Villa, Gloucestershire from May.

For details apply with full personal particulars to The Regional Director, The National Trust, 34–36 Church Street, Tewkesbury, Gloucestershire GL20 5SN.

The National Trust
Helping to preserve the past for the future

Administration General

READING

UNIVERSITY OF READING

RESEARCH OFFICER

Applications are invited for the post of Research Officer to work on a project concerned with the implementation and effectiveness of road safety education programmes in schools of F.E. colleges. Applicants should be graduate teachers with teaching experience in secondary schools and with degree level qualification or experience in educational research and management. The post is for a fixed period until September 1986 with a salary in the range £7,190 - £11,615 p.a. plus USS superannuation.

Apply, quoting Ref. R.T.G.A. for further particulars and application form to Personnel Office, University of Reading, Whiteknights, Reading RG6 2AH. Closing date for applications 20th April 1984. (64414) 500000

LEICESTERSHIRE

NATIONAL INSTITUTE OF ADULT CONTINUING EDUCATION (ENGLAND AND WALES)

SECRETARY TO THE INSTITUTE

PRINCIPAL OFFICER RANGE: £15,027 - £16,785

The Institute invites applications for this new post from suitably qualified persons having experience of administration or management in a variety of education services for adults.

The person appointed will be of Assistant Director status, will be a member of the Institute's professional/management team and will be responsible to the Director of the Institute for the conduct of the several business committees, for the preparation of position papers and responses to documents, and will give managerial support to the administrative, financial and publications sections.

The post is based at the Institute's headquarters in Leicester and the successful applicant should take up the post as soon as possible.

Further particulars from the Director, NAICE, 198 De Montfort Street, Leicester LE1 7GE: closing date for applications (no forms but naming three referees) 16th April 1984. (32826) 500000

HUMBERSIDE

COUNTY COUNCIL EDUCATION H.Q. EDUCATIONAL PSYCHOLOGIST (2 Posts) HOPSY 33 (Hull) HOPSY 34 (Scunthorpe) £10,851 - £14,255 p.a. Soulbury

Applications are invited for the above posts to complete 2 teams of educational psychologists based in Hull, with professional links throughout the County.

Candidates should have a degree in psychology, teaching experience and a post-graduate qualification in educational psychology.

Further particulars and application forms may be obtained from the Director of Education, County Hall, Beverley, North Humberside HU17 9BA. Tel: 0482 867131 Ext. 3413. Closing date 13th April 1984.

Informal enquiries may be made by telephone (County Educational Psychologist on 0482 862948. (32804) 560000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the 1985 examinations:

1. **CHIEF EXAMINER** for HISTORY: European History 1450 - 1970 (930/04), at ADVANCED LEVEL.

2. **MODERATOR** for HISTORY: History of Medicine and Nursing, at ORDINARY LEVEL.

Applicants should have a degree or equivalent qualification in History, a minimum of four years' recent relevant teaching experience and experience of examining.

Further information and application forms may be obtained from The Secretary General (A15), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Tuesday, 1 May, 1984. (32275) 600000

THE NORTH REGIONAL EXAMINATIONS BOARD

for the
CERTIFICATE OF SECONDARY EDUCATION

Applications are invited for the following post for the 1986 GCE Examinations.

CHIEF EXAMINER

German

ESTIMATED TOTAL FEE*

£498

* A basic fee of £308 plus an addition based on the estimated number of candidates. Fees for scriptmaking are also payable.

Forms of application and further particulars may be obtained from the Secretary, The North Regional Examinations Board, Wheatfield Road, Westerhope, Newcastle upon Tyne NE5 5JZ (Tel: 0632 863711).

The closing date for receipt of applications is 18th April 1984. (59202) 600000

Social Services

WOODWORK TEACHER — SPECIAL UNIT

Salary Scale: Burnham Scale 1 plus £1,068 Community Homes Allowance, plus Extraneous Duties Allowance (under review) plus £306 Special Unit Allowance.
Red Bank School, Newton-le-Willows, Merseyside, WA12 8EA

Applications are invited for the above post at Red Bank School in the highly specialised unit accommodating 26 adolescent boys whose personal difficulties and complex behaviour require therapeutic care and treatment within secure facilities.

Single or married accommodation may be available on a temporary basis at a rental to be assessed.

Application forms and further details are available from the Principal. Telephone: Newton-le-Willows 4621.

Closing date: 13th April, 1984.

An Equal Opportunities employer (9634)

Lancashire County Council

Child Care

BARNET
LONDON BOROUGH OF BARNET

EDUCATION DEPARTMENT

SWAYLANDS RESIDENTIAL BOYS' SCHOOL
Penshurst, Kent

RESIDENTIAL CHILD CARE OFFICER with nursing experience required to be responsible for the care and welfare of a small group of boys, out of school hours, interesting work with educationally handicapped and underprivileged boys. Opportunities to develop own interests within a forward looking community. School delightfully situated, good accommodation for single person.

Salary range: £4,365 to £5,493 per annum at age 18 years and over. Commencing salary according to age and experience. A deduction of £750 per annum including V.A.T. will be made for board and lodging charges.

Superannuable post subject to medical assessment and probationary service.

Application forms from Mr. K.P. Hyde, Head Teacher, Swaylands School, Penshurst, Tonbridge, Kent TN11 8AW. Tel: Penshurst (0892) 870900. Ref: S66.

We welcome applications from registered disabled people. (59568) 540000

WOLVERHAMPTON

BOROUGH COUNCIL EDUCATION DEPARTMENT EDUCATIONAL PSYCHOLOGIST
CHILD GUIDANCE CENTRE
Salary Scale: G74/H77 (£11,589 - £14,283)

Applications are invited from qualified educational psychologists to join a multi-disciplinary team, which includes seven psychologists, providing a full range of assessment and treatment services to children and young persons with special needs. A commitment to work with individual pupils and to contribute to particular projects will be encouraged.

Application forms (returnable within 14 days) and further details from Director of Education, Civic Centre, St Peter's Square, Wolverhampton, West Midlands WV1 1RB.

Wolverhampton is an equal opportunities employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (64426) 550000

STAFF EDUCATIONAL PSYCHOLOGIST

(Field Tutor Post)

£14,211 – £15,447

Surrey County Council in association with the North East London Polytechnic require a Staff Educational Psychologist to perform specified duties to be shared equally between the NELP and Surrey County Council in the MSc Educational Psychology (professional) training course.

Responsibilities for developing advanced (post experience) training programmes for educational psychologists based mainly in Surrey is a feature of this newly-created post.

Applications are required from educational psychologists with at least 5 years' experience, including specialist experience in areas of special educational needs. Additionally, teaching experience in higher/further education or substantial INSET involvement, including research or publication, will be an advantage.

The salary for this post will be in accordance with Burnham Head Teacher group 8, currently £13,953–£16,189 plus £258 Fringe Allowance. General conditions of service will be in accordance with the Soulbury Committee.

Informal enquiries can be made to Mrs Sheila Wolfendale, Course Tutor, Psychology Department, North East London Polytechnic, Romford Road, Stratford, London E15 4LZ (Tel. 01-590 7722, Ext. 4235), or to Mr John Walker, County Educational Psychologist, Education Department, County Hall, Penrhyn Road, Kingston upon Thames. Tel: 01-546 1050, Ext. 3207.

To apply see below. Please quote Ref. NTP1. Closing date for applications: 30 April 1984.

EDUCATIONAL PSYCHOLOGISTS

£8,712 - £14,511

Four educational psychologists are required to carry out professional duties in local schools and clinics and to develop the role of the School Psychological Service, including fulfilling statutory obligations under the 1981 Education Act.

Applicants must have a degree in psychology, a teaching certificate and two or more years' teaching experience; some specialist teaching experience is desirable.

To apply see below, Please quote Ref. NTP2. Closing date for applications: 30 April 1984.

Application forms and further details from the County Education Officer (please quote Ref No.), County Hall, Penrhyn Road, Kingston upon Thames. Tel: 01-546 1050, Ext. 3170.

(9660)

SURREY COUNTY COUNCIL

OXFORDSHIRE

HOUSEPARENTS: The Principal of Swalcliffe Park School Trust, a recognised Special School at Swalcliffe, near Banbury, Oxfordshire OX15 5EE will on request, send details of child care posts for resident houseparents. Persons with sound, practical skills are sought, capable of contributing to the daily care of a small group of intelligent boys, age range 11 - 16.

Salary per NJC scale less residential charge. (39468) 540000

Educational Psychologists

CAMBRIDGESHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST (Post 55)

Applicants for this post in the County, based in Cambridge, should have an Honours Degree in Psychology (or equivalent), appropriate teacher training and experience, and post-graduate training in Educational Psychology. Applications will however, be considered from those who have yet to complete this latter qualification.

Salary: Soulbury scale £8,454 - £14,493 according to age and experience.

Full details and application forms may be obtained from the Chief Education Officer, Shire Hall, Castle Hill, Cambridge CB3 0AP. Tel: (0223) 317220. Closing date 6th April. (59581) 540000

Examiners

LONDON

AMSPAR

THE ASSOCIATION OF MEDICAL SECRETARIES, PRACTICE ADMINISTRATORS AND RECEPTIONISTS

Applications are invited for ASSISTANT EXAMINER posts in the following subjects:

ADMINISTRATION AND LEGAL ASPECTS RELATING TO THE NATIONAL HEALTH SERVICES AND SOCIAL SERVICES

MEDICAL SECRETARIAL PRACTICE AND OFFICE PROCEDURES

MEDICAL ASPECTS OF SECRETARIAL WORK

ENGLISH

Further information and application forms may be obtained from the General Secretary of the above Association at Tavistock House North, Tavistock Square, London WC1H 9LN. (64434) 600000

LONDON

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

Applications are invited for the following:

Chief Examiner for Background to Business Stages I and II with special responsibility for overseas papers.

Chief Examiner for Background to Business Stage III.

Objective item writers for Economics Stages II and III.

Application forms and further information available from Mrs C. Bennett, Royal Society of Arts Examinations Board, 8 John Adam Street, Adelphi, London WC2N 6EZ. (53004) 600000

WELSH JOINT EDUCATION COMMITTEE
CYD-BWYLLGOR ADDYSG CYMRU

Appointment of Examiners

Applications are invited from practising teachers, in Schools and in Further and Higher Education, and from other persons with recent experience of teaching, for the following appointments:

GCE/CSE COMMON SYLLABUS 1986

Chief Examiners in English
English Literature

CERTIFICATE OF SECONDARY EDUCATION 1984

Assistant Examiners in English

Further particulars and application forms, to be returned by 19 April 1984, may be obtained from J. L. Brace, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX. A stamped addressed envelope must be enclosed and the outer envelope should be endorsed Examinations.

(9676)

The Associated Examining Board

Chief Examiner for Computer Science

The Board invites applications for the post of CO-CHIEF EXAMINER for COMPUTER SCIENCE (643) at ADVANCED LEVEL, with responsibility for Paper 2, for the 1986 examination.

Computer Science is a developing subject area; entries are increasing rapidly and the syllabus is changing to meet the demands of new technology.

Applicants for the above post must have a degree or equivalent qualification and a minimum of four years' recent relevant teaching experience. External examining experience is essential.

Further information and application forms may be obtained from The Secretary General (A5), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than 27 April, 1984.

(9646)

THE ASSOCIATED EXAMINING BOARD

Examiners in Business Studies Subjects

The Board invites applications for the following posts for the 1986 examinations:

CHIEF EXAMINERS for SOCIAL ECONOMICS (061) at ORDINARY LEVEL; BUSINESS STUDIES (655) at ADVANCED LEVEL

MODERATORS for COMMERCE (015) at ORDINARY LEVEL; ACCOUNTING (054) at ORDINARY LEVEL

Applications should have a degree or equivalent qualification in a relevant subject, a minimum of four years' recent relevant teaching experience and experience of examining.

Further information and application forms may be obtained from The Secretary General (A8), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than two weeks after the appearance of this advertisement.

(9693)

EXAMINERS continued

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the following posts for the 1985 examinations:

1. CO-CHIEF EXAMINER for MATHEMATICS (0481) at ADVANCED LEVEL.

2. CO-CHIEF EXAMINER for STATISTICS (541) at ADVANCED LEVEL.

3. CO-CHIEF EXAMINER for MATHEMATICS (PURE & FURTHER PURE) (186) at ORDINARY (ALTERNATIVE) LEVEL.

4. CHIEF EXAMINER for MATHEMATICS (MORPHS) (103/3) at ORDINARY LEVEL.

Also to assume responsibility for the November 1984 and June and November 1985 examinations, the papers for which have already been set.

5. MODERATOR for PURE MATHEMATICS & APPLIED MATHEMATICS & STATISTICS at "S" LEVEL.

6. MODERATOR for ADDITIONAL STATISTICS (185) at ORDINARY (ALTERNATIVE) LEVEL.

7. MODERATOR for MATHEMATICS (GENERAL C) (102/3) and MATHEMATICS (MODERNE) (103/3) at ORDINARY LEVEL.

The Board also invites applications for the following posts for the 1987 examinations:

CHIEF EXAMINER for MATHEMATICS - Papers and (103/3) at ORDINARY LEVEL.

Applicants for all these posts should have a degree or equivalent qualification in a relevant subject, a minimum of four years' recent relevant teaching experience and experience of examining.

Further information and application forms may be obtained from The Secretary General (A19), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Friday, 20 April, 1984. (35282) 600000

SOUTHERN REGIONAL EXAMINATIONS BOARD

EXAMINER/MODERATORS - 1986 EXAMS

Applications are invited for appointment as Examiner/Moderator in:

GEOGRAPHY Syllabus R.

The post requires sympathetic understanding of the needs of pupils at the secondary level over a wide range of ability, a knowledge of examination techniques (together with appropriate professional commitment and CSE teaching experience in the subject.

Duties include both preparation of question papers and marking schemes and involvement in the grade awarding/moderation procedures.

Examiner/Moderators are required to attend a minimum of six meetings per year, normally held at the Board's offices.

Further information and application forms may be obtained from the Secretary to the Board, Southern Regional Examinations Board, Avondale House, 33 Carlton Crescent, Southampton, Hants, SO9 4YL. Tel: Southampton 23512.

Completed applications should be returned to the Board by 4th May 1984. (35017) 600000

Miscellaneous

LONDON

PECKHAM SETTLEMENT URBAN STUDIES CENTRE required as soon as possible, well qualified, experienced and energetic teacher for part-time teaching to fulfil the team of one (teacher/co-ordinator and one part-time worker.

The Centre's purpose is to help schools introduce young people to the social and political issues that affect their lives. Duties include teaching, planning courses and conferences for schools.

Salary up to £8,604.

The post is/are for one year in the first instance.

Further details and an application form from Mrs. Jackie Westall, Peckham Settlement, Staffordshire Street, London SE15 3TF.

Closing date April 24th 1984. (582356) 660000

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL REMEDIAL TEACHING SERVICE

Required for September 1984, or sooner if available, teacher, Burnham Scale 3.

Applications are invited for this Section 11 funded post which is part of a newly established team which includes an educational psychologist and a social worker based with the School and Family Service. The aim of the team is to develop a more appropriate service delivery to meet the special educational needs of children and families with South Asian background. Duties will include not only work with individual children and their families, but also development and in-service work within the two Services, and with other Directorate of Education Services agencies and staff. Similar work will also be undertaken with extra-Directorate services who relate to special educational needs - and Director Health Authorities and Social Services.

Applicants should be qualified teachers with a good knowledge of South Asian cultures, and a sound working knowledge of one or more South Asian languages.

The Conditions of Service for Teachers apply to this post, and a Casual User I Car Allowance is available. As the post involves work in schools throughout the Metropolitan District.

Further information can be obtained from Mr. A.E. Smith, Head of Service, Remedial Teaching Service, 9-11 Spring Bank Place, Bradford BD8 7NX. Tel: Bradford (0274) 753777 or 753111 and should be returned to Mr. Smith at the Remedial Teaching Service by 20 April 1984.

Reference ET 20284/TES.

Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex or disability - unless otherwise stated. (64493) 660000

MORE ALTERNATIVES FOR TEACHERS. Full-time/part-time. "Careers in TV." "Careers in Writing & Publishing." "Careers in Radio." £1.75 each. Alt Press £4.25. Dept. 87, Hamilton House Publishing, Brixworth, Northampton. (577530) more 660000

SUMMER TEACHING JOBS IN AMERICA. Work in U.S. children's summer camps. June to and August. See Advertisement under Holidays and Accommodation. (35533) 660000

ADMINISTRATOR REQUIRED for Outdoor Pursuit Management team, South Wales. Write/phone for details to Miners Outdoor Ventures, Phonsyr Isaf, Penwyllt, Swansea Valley, SA9 1GB. Tel: 0639 730757. (595381) 680000

PROJECT LEADER

for Write Here Adult Literacy Centre to lead team promoting literacy, welfare rights and community work amongst Cypriots, Burnham, Bucks.

Details Tel: 0748 444371 9AE to 6pm Chesterfield Road, Sheffield S8. Closing date: Tuesday 17 April. (32418) 660000

Can you communicate Tomorrow's Technology to young people today?

Rank Xerox is setting up an Information Technology Centre (ITeC) at its Colnbrook premises which will serve the Slough area. In liaison with Berkshire County Council, the Manpower Services Commission and the Departments of Industry, It will train young people in a broad range of Information Technology and personal skills, develop local awareness and use of Information Technology and encourage new business developments. This has created some interesting opportunities for professionals with a flair for communicating their skills to young people.

Training Supervisors
£8,430

We have opportunities in the areas of Software Development, Electronics Hardware and the Electronic Office. Whichever role you choose, you will need to be inventive in the development of products and services and ideally, have training experience.

For the Software section you should have a general knowledge of microcomputers, data communications equipment, robot control, CAD and networking systems for data handling. You should also have detailed knowledge of computer programming in Basic and other popular high level languages.

For the Electronics/Hardware section you must have specific skills in the design and maintenance of microcomputer, peripheral and interfacing circuitry. You should also have recent experience in manufacturing, design or field services.

For further details and an application form contact Chief Executive, Shire Hall, Shinfield Park, Reading, RG2 9XD. Tel. Reading 875444 ext. 3021, stating the post(s) you wish to apply for.

Closing date April 13, 1984.

Berkshire County Council is an equal opportunity employer and all applicants will be considered solely on the basis of suitability for the post irrespective of race, colour, sex, marital status or disability. (0016)

Outdoor Education

ABERDEEN

Grampian Region Outdoor Education Service requires temporary instructors to work primarily with youth groups in North East Scotland, during the spring, summer and autumn. Candidates should have held a clean driving licence for 3 years and be able to instruct at least 2 of the following: canoeing, hill walking, rock climbing, orienteering.

Further details and application forms may be obtained from The Secretary, Stonywood Outdoor Centre, 105, Stonywood Road, Bucksburn, Aberdeen. Tel: 0224 713423. (32842) 680000

SUMMER CAMP SPORTS INSTRUCTORS AND NURSERY TEACHERS

High quality non-residential Summer Camp at Claremont Fan Court School, Esher. July 23 - August 24. Ages 4 - 15

Qualified and/or experienced specialist and generalist sports instructors required for the following: Gymnastics, aerobics, tennis, archery, rifle shooting, football, cricket, netball, sailing.

Nursery teachers and assistants also required for 4 - 8 age range.

Preference given to applicants living in locality although not essential.

Write with c.v. to Daysport Holidays, Providence House, 2 River Street, Windsor, Berks. (09844) 680000

SUMMER SCHOOLS
SPORTS AND OUTDOOR ACTIVITIES

TEMPORARY MANAGERS

PGL provides a vast range of action packed residential holidays for young people and adults at centres throughout the UK. Therefore require young, energetic, enthusiastic managers to operate the programme, motivate the staff and care for the guests.

Full details and application form from Gill Hinton, PGL Young Adventure Ltd., 890 Station St., Rose on Wye, Herefordshire HR9 7AR. Tel: (0989) 64211. (30341) 680000

SUMMER TEACHING JOBS IN THE USA: American children's summer camps desperately need sports instructors - TENNIS, FOOTBALL, WATER SPORTS etc. Duration, mid-June to end August with opportunity to travel after camp for up to 4weeks. Minimum 19yrs by July; experience in coaching chosen areas and with children obligatory. Contact: Tim Edwards Bureau, 38-60 Burners Street, London, W1. Tel: 637-7662/7. (32130) 680000

Instructors, experienced in hill-walking, mountaineering, canoeing and other adventure activities are required at an Adventure Centre near Llanrwst, North Wales.

Application forms from The Senior Supervisor, Oak-lands, Capel Garmon Road, Llanrwst, Gwynedd, or phone Betws-y-Coed 500. (32420) 680000

WORK IN LEISURE

PGL offers opportunities to work with children of families for long or short periods as activity instructors, sports, creative) instructors, catering staff, or in a wide range of supporting domestic and administrative roles at residential activity centres throughout the U.K. and non-residential centre in London.

Brochure and application form from Personnel, PGL Young Adventure Ltd., Station Street, Ross-on-Wye (HR9 7AR). Tel: (0989) 64211. (64759) 680000

SCOTTISH RUC-SAC ROLLDAYS - small group, choice areas, expert guides. Phone Mr. Ross, Primecnell, Killiecrankie, Pitlochry, Perthshire. (64035) 680000

GWYNEDD

Residential centre for field studies & activity courses, PLANAS, Llanberis, Caernarfonshire. Tel: 085-873-382. (60259) 680000

MINERVA OUTDOOR VENTURES, specialists in courses for Schools and V.I.S. Groups. Write to: Minerva Centre, Penwyllt, Pen-y-cae, Swansea Valley SA9 1GB. Tel: 0639 730757. (595377) 680000

NORTH YORKSHIRE

NEWTON HOUSE FIELD CENTRE

Bentham, Whitby
(041 81)5522

Crews up to 60. Fully residential. Central heating. Tutors available. Personal supervision. Ideal for moors and coast.

Brochure on request. (66091) 680000

BERKSHIRE

VACATIONAL STUDIES require for August residential Courses this summer for students aged 11 +/5+: (i) qualified and experienced EFL teachers also willing to assist with sports/social activities; (ii) native teachers for small classes.

Details (state I or II) from:- Vacational Studies, Pepys Oak, Tydehams, Newbury, Berkshire RG14 6JT. (39174) 700000

BOURNEMOUTH

RSA COURSES AT ITTC Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language.

For details, write to: ITTC, 674 Wimborne Road, Bournemouth. Tel: 0202 522337 (24hrs) or Tel: (0202) 700000 (64402)

EMBASSY STUDY TOURS LTD

have vacancies for Course Managers and EFL Teachers in immense holiday centres for foreign students during July and August in: London (Richmond, Oxford Street); East Sussex (Bexhill, Battle, Rye, Seaford); Sussex (Chichester); Devon (Bideford, Ilfracombe); Devon (Bideford); Co. Wicklow (Arklow) and Cumbria (Ulverston).

COURSE MANAGERS take direct responsibility for the success of the course, supervising a small team of teachers and the social programme. In addition to having the GEFL qualifications/experience, course managers have organisational ability, boundless enthusiasm and a good rapport with young people.

EFL TEACHERS must be graduate teachers with TEFL qualifications or experience and must be prepared to participate fully in social activities and the day-to-day life of the course.

Apply NOW with full CV stating which centre(s) are of interest to: Jim Gamble, Freepost, Embassy Study Tours Limited, Bexhill-on-Sea, East Sussex TN37 6NB. (595321) 700000

English as a Foreign Language

BERKSHIRE

VACATIONAL STUDIES require for August residential Courses this summer for students aged 11 +/5+: (i) qualified and experienced EFL teachers also willing to assist with sports/social activities; (ii) native teachers for small classes.

Details (state I or II) from:- Vacational Studies, Pepys Oak, Tydehams, Newbury, Berkshire RG14 6JT. (39174) 700000

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HASTINGS

ASSISTANT DIRECTOR OF OPERATIONS

A new full-time position of responsibility dealing in the detailed planning and running of all aspects of our vacation language courses for foreign students various locations throughout the UK and Eire.

Good TEFL qualifications are an advantage - plus some experience of handling transfers, excursions/social activities and local accommodation within budget (assisting in preparing the detailed plans necessary for efficient and successful courses. During the summer you will always be 'on the go' liaising with our local staff and clients to ensure everything runs smoothly.

If you have the personality to take charge of situations and actively decide, drive, and are aged 23 - 35, apply with full CV to: Sarnia Freeburg, Embassy Study Tours Limited, 14-18 Bohemia Road, Hastings TN37 6NH. (59351) 700000

NOTTINGHAMSHIRE COUNTY COUNCIL

EATON HALL INTERNATIONAL

PRELIMINARY CERTIFICATE IN TEFL

LICENTIATE DIPLOMA IN TEFSL (LTCL)

DIPLOMA IN TESP (Dip. Ed.)

A combination of Distance Learning followed by Residential Block for teachers or graduates leading to the qualifications listed above. Distance no problem.

Write for details to: The Registrar, Ref. TES12, Eaton Hall International, Retford, Nottinghamshire DN22 0PR or Tel: (0777) 706441. (30430) 700000

OXFORD

JULY

Teachers with EFL qualifications and/or EFL Class experience required for two centres.

Write for details and application form to: M. Jones, 10 Crotch Crescent, Oxford OX3 0JL. (0865 - 247735) (32340) 700000

YOUNG PRIMARY TEACHER with EFL qualifications in intensive, experience. Musical, artistic abilities appreciated. Permanent, part-time to start April. Write language in Practice, 236 Sydney Rd., London. (32392) 700000

E.S.L. Teachers with at least 5 years experience required for short and long term contracts in the U.K. and Middle East.

For details write to: The Director, Professional Communication Services, The Towers, 168 Holton Road, Barry CF6 6HP South Wales. (32530) 700000

SUMMER TEACHERS/ DIRECTORS

Graduate teachers and Course Directors (with summer school experience) required for our centres throughout the U.K. especially in Scotland, South West, Yorks., N. Wales, Cambridge, Dr. Leaden, Berks., Surrey and Kent. Some residential posts.

Details from Nord-Anglia, 40 Fog Lane, Manchester 20. Tel: 061-434 3673. (64963) 700000

English as a Second Language

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL FAIRFAX COMMUNITY SCHOOL

Required as soon as possible until August 1985, a Scale 1 (plus SPA) temporary teacher of English as a Second Language to teach throughout the school, to replace a member of staff on secondment.

Further details and application forms may be obtained (see please) from the Principal, Fairfax Community School, Lister Avenue, Bradford BD4 7QT to whom completed forms should be returned by 12 April 1984.

Reference ET 22084/TES.

Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex or disability - unless otherwise stated. (64495) 710000

OLDHAM METROPOLITAN BOROUGH

HEAD OF ENGLISH AS A SECOND LANGUAGE - SCALE 2

FITTON HILL SCHOOL
Rosery Road, Oldham

Required for the Summer term or as soon as possible thereafter at this 11 - 16 mixed comprehensive of about 630 pupils.

An energetic and experienced teacher with E.S.L. qualifications is required for short and long term contracts in the U.K. and Middle East.

For details write to: The Director, Professional Communication Services, The Towers, 168 Holton Road, Barry CF6 6HP South Wales. (32530) 700000

SUMMER TEACHERS/ DIRECTORS

Graduate teachers and Course Directors (with summer school experience) required for our centres throughout the U.K. especially in Scotland, South West, Yorks., N. Wales, Cambridge, Dr. Leaden, Berks., Surrey and Kent. Some residential posts.

Details from Nord-Anglia, 40 Fog Lane, Manchester 20. Tel: 061-434 3673. (64963) 700000

GERMANY

GERMAN IN GERMANY (Cologne or Siegen)

Holiday courses for young people over 14 (Easter, Summer); intensive crash courses for adults.

For details ring Cologne 235371 or write: Europ. Schule, Querzenichstr. 21, 5000 Koeln 1, Germany. (64388) 760000

IN-SERVICE TRAINING COURSES

MODERN LANGUAGES

JULY 1984
France, (Paris, La Rochelle, Montpellier)

AUGUST 1984
Federal Republic of Germany

Information and application forms from: Teacher Exchange Department, Courses Section (TES) Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101. (57380) 760000

ITALY ITALIAN IN VENICE 3-week language course plus lecture/visits programme. July/Aug. Fee Lit. 310,000. Siesta Service, The British Centre, S. Marco, 4301, Venice. Tel: 86512. (49341) 760000

ITALY

Italian Language and Culture Courses in the Trentino. Information and application forms from: ARA, 32 Ryde Gardens, Eastbourne, East Sussex BN22 8RT. (32339) 760000

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

PRIMARY LANGUAGE SERVICE

Required from Easter, or earlier if possible, a suitably qualified and experienced TEACHER (Scale 2) to join the Borough's Primary Language Service to teach English as a Second Language. Teachers are normally allocated to a particular school and at least initially the successful candidate would be teaching at Downshall Junior School.

Outer London Allowance is payable.

Application forms and further details are available from the Director of Educational Services, Education Department, Lynton House, 255-259 High Road, Ilford to whom completed forms should be returned by 9 April 1984. (59575) 710000

Appointments Wanted

EXPERIENCED SCHOOLMASTER requires post September 1984. Preferably midlands though not essential. Specialities in art, divinity, music with sub. subjects. Outdoor activities. Write: John Gray, St. Michael's College, Tenbury, Worcestershire WR15 8DQ. (59511) 720000

GERMAN LADY M.A. Looking for position in independent or further education school as german teacher. Write Box No. TES 00161, Priory House, St. John's Lane, EC1M 4BX. (32419) 720000

QUALIFIED TEACHER: 6 years industrial, 12 years Teaching. HNC PROD ENG. Seeking interesting and challenging position in School or College on return to England in September. Master 1/c Rowing past three sons at champion New Zealand College. Interests/hobbies include Electronics, Folk Music, Motor Vehicles. All enquiries will be answered. Write C/o E. Shaw, 4 Old Barn Close, Gnosall, Stafford, Staffs. ST20 0DY. (32139) 720000

Education Courses

FRANCE

Relax and learn French in South France. 3 week course for adults in July.

Information from: Sandra Bogan, Mas Cabanoulle, Generargues, 30140 Anduze, France. Tel: (66) 61-86.73. (32078) 760000

GERMANY

GERMAN IN GERMANY (Cologne or Siegen)

Holiday courses for young people over 14 (Easter, Summer); intensive crash courses for adults.

For details ring Cologne 235371 or write: europ. Schule, Querzenichstr. 21, 5000 Koeln 1, Germany. (64388) 760000

LEARN TO TEACH ENGLISH (EFL)

Half-term, Easter & Summer -

ONE WEEK RESIDENTIAL COURSES AT KENT UNIVERSITY/CANTERBURY.

The Course Objective:

To give you a practical and thorough introduction to the Teaching of English as a Foreign Language in one week.

Next courses begin 1st and 8th April.

Pilgrims Training Courses, Tina Essex, 8 Vernon Place, Canterbury, Kent CT1 3YG. (0227) 69127. (66776) 760000

LINGUARAMA TEFL COURSES

Over the past few years a great many people have attended Linguarama courses in Teaching English as a Foreign Language by Direct Method.

Linguarama is an international organisation with 35 centres in the United Kingdom and abroad and employs some 300 teachers mostly whom join through our TEFL training courses.

This year we will again be running these ever-popular courses in London, Birmingham, Manchester and Canterbury. Coinciding with the holidays. Prices are from £95 + VAT.

For further information please send to: The TEFL Secretary, Linguarama Ltd., New Oxford House, 16 Waterloo Street, Birmingham B2 5UG. (66969) 760000

A Fresh Start in Industry, Commerce or Public Service? Lifeline Consultants can help. Special Courses in W. Midlands start this Easter.

For details send s.a.e. Box No. TES 00160, Priory House, St John's Lane, EC1M 4BX. (59533) 760000

GENTLEMAN, TEACHER 43 (1.70), 13, seeks formal attachment cultured, professional lady. Write: EXP Box: 150047, Madrid, Spain. (59493) 800000

GET that interview with a very impressive C.V. inexpensive and easy professional. Details: AVXC (M4), 10, Devonshire Avenue, Exeter EX4 6LN. (64444) 800000

GLOUCESTERSHIRE

COLLEGE OF ST PAUL AND ST MARY

OLD STUDENTS ASSOCIATION REUNION 1984

May 26 & 27

If you are not a member of the Association but would like details please send to: Catherine Harrison, Reunion Secretary, Old Students' Club, St Mary, The Park, Cheltenham, Glos. (595211) 800000

HOLIDAYS AND PERSONAL LOANS from £100 - £5,000 without security. Write: Campbell & Robinson Ltd., 107, Station Street, London SW1 0EW. Write, phone or call for application forms. Tel: 01-839 2956. (15196) 800000

Personal Announcements

APPLICATION LETTERS. Save hours. Our word-processor prints your letter individualised to each post for under 21 Pence. From H.P.S. 26 St. Giles Grove, Houghton, Stafford ST19 9HP. (32558) 800000

BANK LOANS/MORTAGES £500 - £50,000 for homeowners/teachers. Any purpose. Tax relief on home improvements. Past decisions. Written details. Confidential. EPS Loans, 188 Park Road, Kennington, Ashford, Kent. (0233) 20127 (Evenings 28169). (37204) 800000

BRIEF NOTES FOR SCHOOL R.E. For example S.A.E. to R.E. Themes. 13 Greenfield Close, Luton, Beds. (32377) 800000

GET that interview with a very impressive C.V. inexpensive and easy professional. Details: AVXC (M4), 10, Devonshire Avenue, Exeter EX4 6LN. (64444) 800000

LOTHIAN TUTOR CENTRE CORRESPONDENCE TEFL Send large s.a.e. for details. 3, C. 34 Haymarket Gardens, Edinburgh. (59319) 760000

LIFELINE

A Fresh Start in Industry, Commerce or Public Service? Lifeline Consultants can help. Special Courses in W. Midlands start this Easter.

For details send s.a.e. Box No. TES 00160, Priory House, St John's Lane, EC1M 4BX. (59533) 760000

IMMEDIATE MORTGAGES £100 to £20,000. Written terms on request. REGIONAL TRUST LTD. 31 Dover Street, Piccadilly, London W1A 4RT. Phone 01-491 2934. (18197) 800000

IMMEDIATE ADVANCES. £100 to £20,000. Written terms on request. REGIONAL TRUST LTD. 31 Dover Street, Piccadilly, London W1A 4RT. Phone 01-491 2934. (18197) 800000

JOB-HUNTING GUIDANCE Helpful booklet. Covers cv-writing, applications, interviews. Cheques £2.95 to SCRIBES, 352 Old Bedford Road, Luton LU2 7RS. (69378) 800000

MAKE THIS YEAR YOU LEARN to WRITE. Earn money by writing articles or stories. Correspondence coaching of the highest quality. Free book from The London School of Journalism (TES), 19 Hertford Street, London W1Y 8BB. Tel: 499 8250. Accredited by the C.A.C.C. (57097) 800000

Tuition

ESSEX

CENTRAL AND SOUTH EAST ESSEX

Local graduates with teaching qualifications and good pupil examination pass records offering Mathematics and Physics (All levels. Also O/1 plus subjects at Southend) and who would like the occasional private tutorial assignment are invited to ring Superior Tutors at Chelmsford 89494, 358804 any evening. (64459) 770000

Home tutors required throughout Great Britain. Personal Tutors (T.E.S.), Chendle House, Chendle, Ches. Tel: 061-428 9251 (24 hours). (61700) 770000

TUTORS in all subjects required urgently. Good rates. Send S.A.E. to Box No. TES 00158, Priory House, St John's Lane, EC1M 4BX. (59540) 770000

Athrofa Gogledd-dd Cymru
The North E Wales Institute
of higher education

CARTREFLE, WREXHAM, CLWYD
SCHOOL OF CONTINUING EDUCATION

Diploma in Secondary Mathematics Education

(UNIVERSITY OF WALES)

Applications are invited for the course commencing in September 1984. The course is intended for teachers who are teaching some mathematics and who wish to enhance their knowledge and skills and so improve the effectiveness of their teaching. It is a one year full time course for qualified teachers with at least three years experience.

For application forms and further details write to Mrs A. Spencer, The North East Wales Institute, Cartrefle, Wrexham, Clwyd.
Tel: Wrexham 263221 (STD 0978) (0938)

University of London

University Entrance and School Examinations Council General Certificate of Education Examination

The Council invites applications for the following appointment:

MODERATOR

From 1 August 1984

Sociology

Applicants for the above post should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience at school, college or university level. Examining experience is essential.

Application forms and further details may be obtained from *The Secretary, University Entrance and School Examinations Council, University of London, Stewart House, 32 Russell Square, London, WC1B 5DN.* Applicants should enclose a self addressed foolscap envelope. Completed application forms should be returned by 1 May 1984. (0926)

THE ASSOCIATED EXAMINING BOARD

Examiners in Modern Languages

The Board invites applications for the following posts for the 1986 examinations:

Chief Examiners for
Italian (044) at Ordinary Level; Italian (650) at Advanced Level

Moderators for
French (030) at Ordinary Level; French (624) at Advanced Level; German (629) at Advanced Level; Italian (044) at Ordinary Level; Italian (650) at Advanced Level.

Applicants should have a degree or equivalent qualification in the language concerned, a minimum of four years' recent relevant teaching experience and experience of examining.

Further information and application forms may be obtained from The Secretary, General (A3), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned by Friday, 27 April, 1984. (0933)

Assistant Day Care Co-Ordinator

Eros House, Catford, London S.E.6
£11,151-£11,961

Lewisham provides a wide range of adult day centres for a variety of special needs and for the day care of its active elderly residents. Applications are invited from those with knowledge and practical experience at middle or senior management level of a range of day centre provision and who should be able to demonstrate evidence of their own: practitioner skills, organisation talents and innovative abilities.

The post holder will assist the Day Care Co-ordinator in the overall management of adult centres and in particular will be required to oversee and co-ordinate services to the active elderly in day centres and luncheon clubs and make imaginative use of existing Departmental resources to meet changing client needs.

The successful applicant is likely to hold the CSS, COSW or other relevant qualifications but an applicant with appropriate practical experience and proven ability in the field of day care may also be considered.

For further discussion contact Simon Egert on 01-698 6121 ext 60 or David Shaw on ext 288.

Application form, returnable by 13th April, 1984 and detailed job description from Acting Chief Personnel Officer, Town Hall, Catford, London SE6 4RU or telephone 01-690 7666 (24-hour Ansafone service) quoting reference SS72(4) and job title.

LONDON BOROUGH OF LEWISHAM

(Our jobs are open equally to all regardless of race, colour, nationality, religion or ethnic origin.)

BRITISH BOARD OF FILM CENSORS
requires

PART-TIME FILM AND VIDEO EXAMINERS

Qualifications: An attentive mind, a mature and well balanced judgment, a wide knowledge of films, and an ability to express arguments clearly, both on paper and in discussion.

Candidates must be able to offer at least two or preferably three days per week in central London. These posts are not open to those who are working or have ever worked full-time in the commercial side of the film or video industries.

Contracts will be offered on a three-year renewable basis on completion of three months' paid training. Starting salary £4,800 pa for a two day week.

Send s.a.e. with request for application form to: The Training Officer, The British Board of Film Censors, 3 Soho Square, London W1V 5DE. (0918)

Education Department

Mansfield E.S.L. Support Service

A team is to be established with effect from 1st September, 1984. It will comprise a Team Leader (Scale 3) and two other teachers (Scale 2).

Applications are invited from appropriately qualified and experienced teachers for these important posts.

Application forms and futher details are available (s.a.e.) from the Director of Education, (Ref: S26) at County Hall. Closing date for applications is 13th April, 1984. Interviews will be held on Friday, 11th May, 1984.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

(9708)

PERSONAL

MAXIMUM MORTGAGES. 'Top Ups'. Remortgages. Secured Loans for teachers. Either phone 01-346 4651 or write: Martin Hassock Ltd., Freepost, London NW4 1YB. (66556) 800000

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